



# Local Governing Body Single Equality Policy

This policy is reviewed every 3 years by the Local Governing Body of Church Hill Infant School and was last reviewed on: 23 November 2017

Signed by the Chair of the LGB.....

Date: .....

**Policy History:**

First Created - December 2013

First Adopted - March 2014

Reviewed - May 2016

Reviewed -November 2017

***Date of next review - November 2020***

## **Introduction**

This document sets out how we, at Church Hill Infant School, comply with The Public Sector Equality Duty (PSED) and the Equality Act of 2010. We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the "Rights of the Child," the UN Convention on the "Rights of People with Disabilities", and the Human Rights Act 1998. We also welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.

This policy brings together all previous schemes and plans around equality including those for Race, Gender and Disability. It includes all the protected characteristics as covered by the act as well as other aspects which have the potential to discriminate against or devalue any individuals in our community.

We are committed to the development of cohesive communities within our school and across our local, national and global environments. Our school embraces the aim of working together with others to improve children's wellbeing and educational outcomes

## **Ethos and Mission**

A commitment to equality, justice and the unique value of every individual is a major element of our school ethos, values and culture. This commitment helps us to develop pupils who are confident, strong and self-affirming who are open to change, choice and development. They are receptive and generous towards other identities and are prepared to learn from them

The Governors and staff at Church Hill Infant school are committed to promoting equality and diversity for all, by providing an inclusive and supportive environment for all. Through the fostering of a warm, welcoming, caring and respectful learning atmosphere we create a setting where all are allowed to question and challenge discrimination and inequality. Conflicts are resolved peacefully and all are able to learn free from harassment.

We understand that there are similarities and differences between us all but we strive to ensure that our differences do not become barriers to learning and participation. We create an inclusive environment where the varying needs of both individuals and groups are identified and met. We therefore recognise that equality is not about treating everyone the same.

We will build on our similarities and seek enrichment from our differences and so promote understanding and learning between, and towards, others.

"At **Church Hill Infants** we are all **different** and **special** but we belong together in one big family"

Our approach to equality is based on the following 7 key principles:

**1. All learners are of equal value.**

Whether or not they are disabled, whatever their ethnicity, culture, national origin or national status, whatever their gender and gender identity, whatever their religious or non-religious affiliation or faith background and whatever their sexual orientation.

**2. We recognize, respect and value difference and understand that diversity is a strength.**

We take account of differences and strive to remove barriers and disadvantages which people may face, in relation to disability, ethnicity, gender, religion, belief or faith and sexual orientation. We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

**3. We foster positive attitudes and relationships.**

We actively promote positive attitudes and mutual respect between groups and communities different from each other.

**4. We foster a shared sense of cohesion and belonging.**

We want all members of our school community to feel a sense of belonging within the school and wider community and to feel that they are respected and able to participate fully in school life.

**5. We observe good equalities practice for our staff.**

We ensure that policies and procedures benefit all employees and potential employees in all aspects of their work, including in recruitment and promotion, and in continuing professional development.

**6. We have the highest expectations of all our children.**

We expect that all pupils can make good progress and achieve to their highest potential.

**7. We work to raise standards for all pupils, but especially for the most vulnerable.**

We believe that improving the quality of education for the most vulnerable groups of pupils raises standards across the whole school.

### **Legal Duties**

As a school we welcome our duties under the Equality Act 2010. The **general duties** are to:

- **Eliminate unlawful discrimination, harassment and victimisation** and other conduct prohibited by the Act
- **Advance equality of opportunity** between people who share a protected characteristic and those who do not
- **Foster good relations** between people who share a protected characteristic and those who do not.

We understand the principal of the act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity.

A **protected characteristic** under the act covers the groups listed below:

- age (for employees only),
- disability
- race (includes ethnic or national origins, colour or nationality)
- gender (including issues of transgender) gender reassignment
- maternity and pregnancy
- religion and belief (includes lack of belief)
- sexual identity
- Marriage and Civil Partnership (for employees)

In order to meet our general duties, listed above, the law requires us to do some **specific duties** to demonstrate how we meet the general duties.

These are to:

1. Publish equality Information – to demonstrate compliance with the general duty across its functions - **(We will not publish any information that can specifically identify any child or employee of the school)**
2. Prepare and publish equality objectives

To do this we will collect data related to the protected characteristics above and analyse this data to determine our focus for our equality objectives. The data will be assessed across our core provisions as a school. This will include the following functions:

Admissions  
Attendance  
Attainment  
Exclusions  
Prejudice related incidents

Our objectives will detail how we will ensure equality is applied to the services listed above however where we find evidence that other functions have a significant impact on any particular group we will include work in this area.

In fulfilling our legal obligations we will:

- Recognise and respect diversity
- Foster positive attitudes and relationships, and a shared sense of belonging
- Observe good equalities practice, including staff recruitment, retention and development.
- Aim to reduce and remove existing inequalities and barriers.
- Consult and involve widely
- Strive to ensure that society will benefit

This policy describes how the school is meeting these statutory duties and is in line with national guidance. It includes information about how the school is complying with the Public Sector Equality Duty and also provides guidance to staff and outside visitors about our approach to promoting equality.

Appendix 1 is a checklist of key equality considerations.  
Appendix 2 shows the school's Equality Objectives for 2016-2020  
Appendix 3 Schools Accessibility Plan

### **Links to other policies and documentation**

Although this policy is the key document for information about our approach to equalities in line with the Public Sector Equality Duty, we ensure that information about our responsibilities under the Equality Act are also included in the school website and newsletters.

There are also references in the behaviour, admissions, SEN and anti-bullying policies as well as minutes of meetings involving governors.

The Equality Act also applies to schools in their role as employers. All those involved in recruitment and selection are trained and aware of what they should do to avoid discrimination and ensure equality good practice through the recruitment and selection process. Equality policy and practices are covered in all staff inductions. All temporary staff are made aware of the Single Equality Policy and practices.

### **Behaviour, Exclusions & Attendance**

The school Policy on Behaviour takes full account of the new duties under the Equality Act. We make reasonable, appropriate and flexible adjustment for pupils with a disability. We closely monitor data on exclusions and absence from school for evidence of over-representation of different groups and take action promptly to address concerns.

### **Addressing Prejudice & Prejudice Based Bullying**

The school challenges all forms of prejudice and prejudice-based bullying, which stand in the way of fulfilling our commitment to inclusion and equality;

- Prejudices around disability and special educational needs
- Prejudices around race, religion or belief
- Prejudices around gender and sexual orientation.

We treat all bullying incidents equally seriously.

We keep a record of different prejudice-related incidents and provide a report to the Governors about the numbers, types and seriousness of prejudice-related incidents at our school and how we dealt with them.

### **Positive Action**

We will take positive and proportionate action to address the disadvantages faced by particular groups of pupils with particular protected characteristics, such as targeted support. The actions will be designed to meet the school's Equality Objectives.

### **What we are doing to eliminate discrimination, harassment and victimisation**

- We take account of equality issues in relation to admissions and exclusions; the way we provide education for our pupils and the way we provide access for pupils to facilities and services.
- We are aware of the Reasonable Adjustment duty for disabled pupils – designed to enhance access and participation to the level of non-disabled pupils and stop disabled children being placed at a disadvantage compared to their non-disabled peers.
- The Head Teacher ensures that all appointment panels give due regard to this policy so that no-one is discriminated against when it comes to employment, promotion or training opportunities.
- We ensure that those who are affected by a policy or activity are consulted and involved in the design of new policies and in the review of existing ones.
- We take seriously the need to consider the equality implications when we develop, adapt and review any policy or procedure and whenever we make significant decisions about the day to day life of the school. We make a record of each specific equality consideration and this is available for review if required.
- We actively promote equality and diversity through the curriculum and by creating an environment which champions respect for all.
- Our admission arrangements are fair and transparent and we do not discriminate against pupils by treating them less favourably on the grounds of their sex, race, disability, religion or belief, sexual orientation, or gender.

### **What we are doing to advance equality of opportunity between different groups**

- We know the needs of our school population very well and collect and analyse data in order to inform our planning and identify targets to achieve improvements.
- We have procedures, working in partnership with parents and carers, to identify children who have a disability through our pupil admissions home visits.
- We collect data and monitor progress and outcomes of different groups of pupils and use this data to support school improvement. We take action to close any gaps, for example, for those making slow progress in acquiring age-appropriate Literacy and Numeracy skills.

We collect and, analyse data:

- on the school population by factors such as: gender and ethnicity;
- on the % of pupils identified as having a special educational need and/or disability and by their principal need or disability;
- by year group – in terms of ethnicity, gender and proficiency in English;
- on inequalities of outcome and participation, related to ethnicity, gender and disability and proficiency in English.

We publish an analysis of standards reached by different groups at the end of Key Stage 1:

- We also collect, analyse and use data in relation to attendance and exclusions of different groups.
- We avoid language that runs the risk of placing a ceiling on any pupils' achievement or that seeks to define their potential as learners, such as 'less able'.
- We use a range of teaching strategies that ensures we meet the needs of all pupils.
- We provide support to pupils at risk of underachieving.
- We are alert and proactive about the potentially damaging impact of negative language in matters such as race, gender, disability and sexuality.

In addition to avoiding or minimising possible negative impacts of our policies, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist between, for example:

- disabled and non-disabled people
- people of different ethnic, cultural and religious backgrounds
- girls and boys

- We ensure equality of access for all pupils to a broad and balanced curriculum, removing barriers to participation where necessary.
- We have also implemented an Accessibility Plan designed to: increase the extent to which pupils with disability can participate in the curriculum; improve the physical environment and; improve the availability of accessible information to disabled pupils.

### **What we are doing to foster good relations**

- We prepare our pupils for life in a diverse society and ensure that there are activities across the curriculum that promotes the spiritual, moral, social and cultural development of our pupils.
- We teach about difference and diversity and the impact of stereotyping, prejudice and discrimination through PSHE and across the curriculum.
- We use materials and resources that reflect the diversity of the school, population and local community in terms of race, gender and disability, avoiding stereotyping.
- We promote a whole school ethos and values that challenge prejudice based discriminatory language, attitudes and behaviour.
- We provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures.
- We include the contribution of different cultures to world history and that promote positive images of people.
- We provide opportunities for pupils to listen to a range of opinions and empathise with different experiences.
- We promote positive messages about equality and diversity through displays, assemblies, visitors, whole school events, e.g., Diwali Week.

### **Other ways we address equality issues**

- We keep minutes of meetings where equality issues are discussed, e.g., Governors Meetings.
- We have a rolling programme for reviewing all of our school policies in relation to equalities and their impact on the progress, safety and well being of our pupils.

In order to ensure that the work we are doing on equalities meets the needs of the whole school community we:

- secure and analyse responses from staff surveys, staff meetings and training events.
- review feedback and responses from the children and groups of children, from the School Council, PSHE lessons, whole school surveys on children's attitudes to self and school (Pupil Attitude Survey).
- analyse issues raised in Annual Reviews or reviews of progress on Individual Education Plans.
- ensure that we secure responses and feedback at Governing Body meetings. Publishing Equality Objectives (see Equality Action Plan/ School Development Plan)

The objectives which we identify represent our school's priorities and are the outcome of a careful review of and analysis of data and other evidence. They also take into account national and local priorities and issues.

We evaluate our success in meeting the Public Service Equality Duties by the extent to which we achieve improved outcomes for the different groups.

We produce an Equality Action Plan that shows how we will achieve our objectives. This is part of our School Development Plan.

### **Monitoring and Reviewing Objectives**

We will review and update our equality objectives every two years and report annually to the governing body on progress towards achieving them. We involve and consult staff, pupils, governors and parents and carers.

We will publish an evaluation of the success in meeting these objectives for parents and carers, on the school website.

### **Roles and Responsibilities**

We expect all members of the school community and visitors to support our commitment to promoting equalities and meeting the requirements of the Equality Act. We will provide training, guidance and information to enable them to do this.

### **Local Governing Body**

The local governing body is responsible for ensuring that the school complies with legislation and that this policy and its related procedures and action plans are implemented. A committee member of the governing body has a watching brief regarding the implementation of this policy.

Every governing body committee keeps aspects of the school's commitment to the Equality Duty under review, for example, in terms of standards, curriculum, admissions, exclusions. Governors review the Single Equality Policy tri-annually unless need dictates otherwise.

### **Head Teacher**

The Head Teacher is responsible for implementing the policy; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination.

### **Teaching and Support Staff**

All teaching and support staff will:

- promote an inclusive and collaborative ethos in their classroom.
- challenge prejudice and discrimination.
- deal fairly and professionally with any prejudice-related incidents that may occur.
- plan and deliver curricular and lessons that reflect the school's principles, for example, in providing materials that give positive images in terms of race, gender and disability.
- maintain the highest expectations of success for all pupils.
- support different groups of pupils in their class through differentiated planning and teaching, especially those who may (sometimes temporarily) find aspects of academic learning difficult.
- keep up-to-date with equalities legislation relevant to their work.

### **Visitors**

All visitors to the school, including parents and carers are expected to support our commitment to equalities and comply with the duties set out in this policy.

### **Equal Opportunities for Staff**

- This section deals with aspects of equal opportunities relating to staff. We are committed to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing and employment.
- All staff appointments and promotions are made on the basis of merit and ability and in compliance with the law.
- We are also concerned to ensure wherever possible that the staffing of the school reflects the diversity of our community.
- As an employer we strive to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce.
- We respect the religious beliefs and practice of all staff, pupils and parents, and comply with reasonable requests relating to religious observance and practice.

- We ensure that all staff, including support and administrative staff, receive appropriate training and opportunities for professional development, both as individuals and as groups or teams.

### **Monitoring and Reviewing the Policy**

We review the information about equalities in the policy annually and make adjustments as appropriate. Our review involves pupils, staff, governors and parents and carers.

#### Disseminating the Policy

This Equality Policy along with the Equality Objectives and data is available;

- on the school website
- as paper copies in the school office

We ensure that the whole school community knows about the policy, objectives and data through the school newsletter, assemblies, staff meetings and other communications.

We publish on the school's website copies of relevant policies and guidance, including those on behaviour, anti-bullying and special educational needs.

## **Appendix 1 - Check list for School Staff and Governors**

- The school collects information on race, disability and gender with regards to both pupils and staff, e.g. pupil achievement, attendance, exclusions and staff training.
- This information is used to inform the policies, plans and strategies, lessons, additional support, training and activities the school provides.
- The Equality Policy and Plan and Objectives have been shaped by the views, input and involvement of staff, parents, governors, pupils and other stakeholders.
- The school publishes information to demonstrate purposeful action on the general duties.
- The school analyses pupil achievement in terms of progress and standards for different groups and takes action when there trends or patterns indicate a need.
- The school sets Equality Objectives to improve outcomes for vulnerable pupils and monitors progress on reaching these objectives.
- The school ensures that all staff understand and implement the key requirements of the Equality Policy.
- The school ensures that visitors to the school understand and follow the key requirements of the Equality Policy.
- The curriculum includes opportunities for all pupils to understand and celebrate diversity and difference.
- All groups of pupils are encouraged to participate in school life and make a positive contribution, e.g. through class assemblies and the School Council.
- The school monitors bullying and harassment of pupils in terms of difference and diversity (i.e. different groups) and takes action if there is a cause for concern.
- Minority ethnic, disabled and both male and female role models and those of vulnerable groups are promoted positively in lessons, displays, discussions and class assemblies.
- The school environment is increasingly as accessible possible to pupils, staff and visitors to the school.
- Open evenings and other events which parents, carers and the community attend are held in accessible parts of the school and issues such as language barriers are considered.
- The accessibility needs of parents, pupils and staff are considered in the publishing and sending out of information.
- The Governing Body is increasingly representative of the community it serves. Procedures for the election of parent governors are open to candidates and voters who are disabled.

## Appendix 2 – Equality Objectives 2017 - 2020

Aspect of duty	Action	Actioned by	Monitored by	When	Review
Monitor achievement & standards based on gender, ethnicity, disability, sexuality take action where necessary in order to secure good progress for all learners.	Use cohort files to identify issues.  Develop strategies for tackling issues. Prioritise in SDP, cohort action plans & performance management.	HT SLT All staff	FGB	Ongoing	Termly standard reports showing progress of various groups including: gender, ethnicity, SEN, FSM. Shared with School Improvement Committee and SEN Governor. Other Governors also check data as part of their monitoring responsibilities.
Monitor access to curriculum with regards to gender/SEN/ethnic minorities	Look at National (ASP) data at groups and Identify anomalies.  Develop strategies for tackling issues, if necessary.  Implement strategies.	Whole School	HT SENCO	Annually	Health and Safety audit consider disabilities and SEN.  SEN Policy  Children of all genders, SEN and ethnicity access the full curriculum.
Monitor issues involving bullying and identify any correlation between bullying and SEN/gender/race	Develop strategies to deal with any issues arising.  Liaise with external agencies to support vulnerable families  Rich PSHE curriculum integrated throughout school ethos Seal resources	School Council HT SLT PSHE Coordinator	FGB Safeguarding Governor	Annually	Bullying Monitoring Log is kept and monitored regularly. No correlation found between bullying incidents and SEN/gender or race.
Promote positive role models and ensure they are part of every day school life  Monitor the relationship between boys and girls and develop strategy to challenge where appropriate	Ensuring all children have full access to the curriculum: <ul style="list-style-type: none"> <li>Developing positive perceptions for boys and girl's in all curriculum areas</li> <li>Identifying opportunities to promote equal opportunities through planning and delivery of the curriculum when appropriate e.g non-sexist imaginative play, a visitor who counters stereotyping</li> <li>Giving particular encouragement and directing children when appropriate girls- technology and science; boys – English and dance</li> <li>Subject leaders considering equal opportunity issues when writing subject guidelines, giving support/advice and ordering resources</li> </ul>	All staff PSHE coordinator	FGB	ongoing	Pupils attitude survey shows positive attitude to combating gender stereotypes  School council minutes  Differences in attainment between boys and girls in each year group in reading, writing and maths are reported to the Governing Body

	<p>Organise learning to ensure equality of opportunity for all pupils:</p> <ul style="list-style-type: none"> <li>Monitoring and evaluating girls/boys achievements, analysis SATs results and addressing issues arising through class teaching</li> <li>Holding equally high expectations for girls and boys, encouraging the same with parents</li> <li>Monitoring accessed curriculum</li> <li>Having regard to teaching groups, strategies and methods</li> </ul> <p>Ensure resources and displays reflect equality:</p> <ul style="list-style-type: none"> <li>Materials and resources that appeal to girls and boys and reflect positive images and not reinforce stereotypes</li> <li>Display work that is interesting to girls and boys, does not reinforce stereotypes and celebrates achievements for both girls and boys</li> <li>Balance of teaching time equally between girls and boys</li> <li>Subject leaders audit/order resources in light of equal opportunity issues</li> </ul> <p>Visitors – male/ female balance All staff as role models</p> <p>School council committee</p> <p>Adapting curriculum to meet the needs of both genders</p>				
<p>To ensure that any employee who becomes disabled is fully supported in maintaining a role appropriate to his or her experience and abilities</p> <p>To ensure that where a candidate ( for a post within school) has a disability reasonable provision will be made for adjustments to the working conditions or environment where it is practicable</p>	<ul style="list-style-type: none"> <li>Identify need</li> <li>Removal of barriers to access, whereby structural changes will be considered as and when the need arises and implemented if practicable</li> <li>Modification and adjustments to working environments for staff</li> <li>Relevant modifications undertaken for interview process</li> <li>Review arrangements with individuals on a regular basis</li> <li>Advice sought from health and safety and well being/ HR</li> </ul>	HT	Personnel committee	On going	Roles are carried out effectively

### Appendix 3 – Accessibility Plan 2017-20

This can relate very closely to the disability elements of the equality objectives in Appendix 2 above, except that it covers pupils only whereas the equality plan includes all members of the school community.

**Target – To enable everyone, particularly people with disabilities, to make full use of facilities by being able to move conveniently and safely at all times.**

	<b>Strategy</b>	<b>Outcome</b>	<b>When</b>	<b>Actioned by</b>	<b>Monitored by</b>
Improvements in access to the curriculum	Continue to seek and follow advice from Special Educational Needs Advice Team and other external agencies, facilitating staff training and ensuring awareness of the requirements of disabled pupils' needs with regard to accessing the curriculum	The school will provide all pupils including those with disabilities a broad, balanced curriculum which is personalised and adjusted to meet the needs of individual pupils.	2017-20	All staff	HT SENCO Governing Body
Physical improvements to increase access to education and associated services	The school will continue to comply with Planning requirements, including matters relating to provision for disabled persons when changing and adapting the school premises and will have regard to the needs of disabled pupils when planning schemes of improvement to the premises, fixtures and fittings. Liaise with professional architect & construction consultants YMD Boons to carry out an audit of current school building in relation to adapting premises for disabled pupils.	Elimination of barriers to unfettered access for disabled pupils to the school premises.  Removal of barriers to access, whereby structural changes will be considered as and when the need arises and implemented if practicable  Modification and adjustments to working environments for staff	2017-20	HT	Health and Safety committee
This Accessibility Action Plan was devised after meeting with Jonathan Warren (from YMD Boon) and consultation from the Health & Safety Sub-Committee. It will be reviewed annually.					