

Orchard Community Primary School



Single Equalities Policy

This policy was approved by the Governing Body of Orchard Primary School at their meeting on.....

Signed..... Chair of Governors

Version	Date	Author	Reason for Change
0.1	1/2019	FS	New Policy

Review Frequency	Next Review Date
Every 3 years	1/2022

1. Aims

Our school aims to meet its obligations under the public sector equality duty by having due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it

2. Single Equality Policy - Legislation and Guidance

This Single Equalities Policy provides a framework for our school to promote equality, inclusion and good community relations, and to tackle prejudice and discrimination.

We have incorporated our individual policies for race equality, disability equality and gender equality into one overarching Single Equality Policy to create a coherent framework for promoting equality and diversity within our school.

Our Policy includes a plan of action to address these priorities over the next four years.

This document meets the requirements under the following legislation:

- [The Equality Act 2010](#), which introduced the public sector equality duty and protects people from discrimination
- [The Equality Act 2010 \(Specific Duties\) Regulations 2011](#), which require schools to publish information to demonstrate how they are complying with the public sector equality duty and to publish equality objectives

This document is also based on Department for Education (DfE) guidance: [The Equality Act 2010 and schools](#).

3. Roles and Responsibilities

At Orchard Primary School we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of race, gender, disability, religion, belief or socio-economic background.

Our commitment to equality is a fundamental part of our drive towards excellence. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate in school life.

It is the governing body's responsibility to:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, pupils and parents, and that they are reviewed and updated at least once every four years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher
- Ensure that the school's policy and its procedures and strategies are carried out and monitored with appropriate assessments informing future plans
- Follow the LA's admissions policy, which is fair and equitable in its treatment of all groups
- Have equal opportunities in staff recruitment and professional development and membership of the Governing Body

- Be involved in dealing with serious breaches of the policy

The headteacher will:

- Promote knowledge and understanding of the equality objectives amongst staff and pupils
- Monitor success in achieving the objectives and report back to governors
- Deal effectively with all incidents from overt name-calling to the more subtle forms of victimisation caused by perceived differences
- Identify and challenge bias and stereotyping within the curriculum and in the school's culture
- Promote equality and good relations and not discriminate on grounds of race, gender, religion, age and sexual orientation
- Promote an inclusive curriculum and whole school ethos which reflects our diverse society
- Keep up to date with equality legislation, development and issues by attending relevant training and accessing information from appropriate sources

All school staff are expected to have regard to this document and to work to achieve the objectives as set out in section 8.

4. Eliminating discrimination

The Equality Act 2010 protects people from discrimination on the basis of certain characteristics and they vary slightly according to whether the person is at work or using a service.

There are nine 'protected characteristics':

- Age
- Disability
- Gender reassignment
- Marriage or Civil Partnership
- Pregnancy and Maternity
- Race
- Religion or belief
- Sex (gender)
- Sexual orientation

The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.

The general duty to promote **race equality** means that we must have due regard to:

- Eliminate unlawful racial discrimination
- Promote equality of opportunity
- Promote good relations between people of different racial groups

Schools have a duty to extend protection against discrimination on grounds of religion, belief and sexual orientation. For schools, this means admissions, benefits and services for pupils and treatment of pupils.

The general duty to promote **disability equality** means that we must have due regard to:

- Promote equality of opportunity between disabled people and other people
- Eliminate unlawful discrimination
- Eliminate disability-related harassment

- Promote positive attitudes towards disabled people
- Encourage participation by disabled people in public life
- Take steps to take account of disabled people's disabilities, even where that involves treating disabled people more favourably than other people.

The disability equality general duty reinforces the reasonable adjustment duties of the Disability Discrimination Act (DDA). In particular, it compliments and in some cases overlaps with, the anticipatory duty to make adjustments.

The general duty to promote **gender equality** means that we must have due regard to:

- Eliminate unlawful discrimination and harassment and
- Promote equality of opportunity between men and women

Staff and governors are regularly reminded of their responsibilities under the Equality Act, for example during meetings.

Accordingly, the school's equal opportunities leader (The Headteacher) will provide general guidance on matters which require clarification whilst ensuring professional guidance is sought when specific reference is needed to the Equality Act 2010 and relevant legislation. New staff receive training on the Equality Act as part of their induction.

Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

5. Advancing equality of opportunity – putting our policy into practice

Culture & Ethos

- We are committed to celebrating diversity and equality in many ways, in particular by recognising the uniqueness of every individual, as reflected in the School Prospectus and on our website.
- Good personal and community relations are actively promoted by fostering a positive atmosphere of mutual respect and trust among all members of our community.
- Diversity is recognised as having a positive role to play within the school.
- Information on ethnicity, gender and disability is collected through the admissions process.
- Whole school systems emphasising praise, recognition and reward exist to promote and celebrate positive behaviour, sustained effort and hard work, contributions to the school community, and achievements outside school. An assembly to celebrate achievement is held each week.
- We promote positive attitudes towards disabled people by having an open admissions policy and including all children in all activities
- We promote positive attitudes towards people of different ethnic groups/religions etc.
- We involve pupils, parents and staff in the life and work of the school, for example through involvement in community events, through our PA etc.
- We communicate behaviour expectations through modelling good behaviour, and having a clear and explicit Behaviour Policy which is shared with pupils and parents.
- We ensure that we welcome applications for school places and jobs from all sections by having a comprehensive, non-selective intake. Aside from necessary qualifications, we place no barriers on applications for jobs
- We provide favourable treatment for disabled students in our break and lunchtime support arrangements

As set out in the DfE guidance on the Equality Act, the school aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people which are connected to a particular characteristic they have
- Taking steps to meet the particular needs of people who have a particular characteristic
- Encouraging people who have a particular characteristic to participate fully in any activities
- Providing a secure environment in which all can flourish and achieve (be healthy, stay safe, enjoy and achieve, make a positive contribution, and enjoy economic well-being)
- Providing a learning environment where all individuals see themselves reflected and feel a sense of belonging; prepare pupils for life in a diverse society in which they are able to see their place in the local, regional, national and international community
- Including and valuing the contribution of all families to our understanding of equality and diversity
- Providing positive non-stereotyping information about different groups of people regardless of gender, ethnicity, disability, sexual orientation, religion and age
- Planning systematically to improve our understanding and promotion of diversity; actively challenge discrimination and disadvantage
- Making inclusion a thread which runs through all our activities

In fulfilling this aspect of the duty, the school will:

- Publish attainment data each academic year showing how pupils with different characteristics are performing
- Analyse the above data to determine strengths and areas for improvement, implement actions in response and publish this information
- Make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying)
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils
- Involve stakeholders in the development, review, evaluation, and assessment of all relevant improvement plans, policies and procedures
- Publish and share our policies and statutory assessments with the whole community
- Ensure that the wider school curriculum makes explicit and implicit provision to promote and celebrate diversity
- Have high expectations of behaviour which demonstrates respect to others

Teaching & Learning - We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, we:

- Use contextual data to improve the ways in which we track pupil progress and identify under-performance, and provide support to individuals and groups of pupils.
- Monitor achievement data by ethnicity, gender and disability and action any gaps.
- Take account of the achievement of all pupils when planning for future learning and setting targets.
- Ensure equality of access for all pupils and prepare them for life in a diverse society.
- Use materials that reflect the diversity of the school, population and local community in terms of race, gender and disability, without stereotyping.
- Promote attitudes/values that will challenge racist and other discriminatory behaviour/prejudice.

- Provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures.
- Seek to involve all parents in supporting their child's education.
- Encourage classroom and staffroom discussion of equality issues which reflect on social stereotypes, expectations and the impact on learning.
- Ensure that the curriculum is relevant to the needs and interests of all pupils
- Include teaching and classroom-based approaches appropriate for the whole school population, which are inclusive and reflective of our pupils.
- Ensure that the school's Feedback and Marking Policy promotes learning for all.
- Promote and maintain high levels of attendance, for example through termly monitoring of data, recognising and awarding high attendance.

Admissions and Exclusions

We follow Leicestershire County Council's admissions arrangements which are fair and transparent, and do not discriminate on race, gender, disability or socio-economic factors.

Exclusions will always be based on the school's Behaviour Policy. We will closely monitor exclusions to avoid any potential adverse impact and ensure any discrepancies are identified and dealt with.

Ensuring Fair and Equal Treatment for Staff and Others

Recognising that the school needs to ensure that its policies and practice does not discriminate, directly or indirectly, against adults as well as pupils in school and that positive role models and a wider perspective will strengthen the school, we will:

- Demonstrate our commitment to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing, recruitment and employment practices.
- Ensure that all staff appointments and promotions are made on the basis of merit and ability and in compliance with the law.

Employer Duties

As an employer we need to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce. Equality aspects such as gender, race, disability, sexual orientation, gender re-assignment and faith or religion are considered when appointing staff and particularly when allocating Teaching and Learning Responsibilities (TLR) or re-evaluating staff structures, to ensure decisions are free of discrimination.

Actions to ensure this commitment is met include:

- Monitoring recruitment and retention including bullying and harassment of staff.
- Continued professional development opportunities for all staff.
- Leadership Team support to ensure equality of opportunity for all.

Ensuring Fair and Equal Treatment for Pupils

Recognising that the school needs to ensure that its policies and practice does not discriminate, directly or indirectly, against pupils, the school:

- Will accommodate the needs of different cultures, races and religions where reasonably possible (in relation to wearing of uniform for example).
- Monitors the use of sanctions to ensure that staff do not impose stricter disciplinary penalties on one group than they do in similar circumstances to others.
- Will ensure where relevant that teaching or the expression of religious belief about same sex relationships are conveyed responsibly and sensitively.

6. Fostering good relations

The school aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE, citizenship and personal, social, health and economic (PSHE) education, but also activities in other curriculum areas. For example, as part of teaching and learning in English/reading, pupils will be introduced to literature from a range of cultures
- Holding assemblies dealing with relevant issues. Pupils will be encouraged to take a lead in such assemblies and we will also invite external speakers to contribute
- Working with our local community. This includes inviting leaders of local faith groups to speak at assemblies, and organising school trips and activities based around the local community
- Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school. For example, our school council has representatives from different year groups and is formed of pupils from a range of backgrounds. All pupils are encouraged to participate in the school's activities, such as sports clubs. We also work with parents to promote knowledge and understanding of different cultures
- We develop links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach

7. Equality considerations in decision-making

The school ensures it has due regard to equality considerations whenever significant decisions are made.

The school always considers the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, the school considers whether the trip:

- Cuts across any religious holidays
- Is accessible to pupils with disabilities
- Has equivalent facilities for boys and girls

It is a requirement that the development of this policy and the actions within it have been informed by the input of staff, pupils and parents and carers.

We have achieved this by using the following:

- Feedback from the parent and pupil questionnaires, feedback from other activities (visitors, staff, parents, pupils), parents' evening.
- Input from staff surveys or through staff meetings / INSET
- Feedback from the School Council, PSHE lessons and Circle Times, whole school surveys on children's attitudes to school and learning.
- Issues raised in termly SEND reviews or on IEPs.
- Feedback at Governing Body meetings.

8. Equality Objectives

Orchard Primary School is committed to ensuring equality of provision throughout the school community irrespective of their race, gender, disability, belief, religion or socio-economic backgrounds.

In order to achieve this, we have set the following equality objectives:

Objective 1: To narrow the pupil premium gap in Reading, Writing and Maths in all year groups.

Objective 2: To further improve provision for pupils for whom English is an additional language, particularly new arrivals at the early stage of English acquisition.

Objective 3: To ensure the attainment between ethnic groups within the school remain comparable to national standards over the next two years.

Objective 4: To close the gap between boys' and girls' writing.

9. Monitoring arrangements

The Headteacher will update the equality information we publish, described in sections 4-7 above, at least every year. This document will be approved by the Governing Body and reviewed by its members at least every 4 years.

All breaches of the policy will be rigorously followed up using the appropriate procedures and reported to the Governing Body and LA as required.

10. Impact Assessment

We will carry out equality impact assessment on our policy and practice which will cover all aspects of equality. We will look for ways to improve practice as well as ways to eliminate discrimination and harassment.

We have a programme of carrying out impact assessment processes into all new policy development and decision making activities. We will do this through:

- Cyclical reviews of policies by staff and governors.
- Cyclical reviews of progress and attainment for all pupils and vulnerable groups.
- Pupil progress meetings and attainment plans.

11. Links with other policies

This document links to the following policies:

- Accessibility Plan
- Risk Assessment

APPENDIX 1 – Equality Policy Monitoring Checklist

- Is information collected on race, disability and gender with regards to both pupils and staff e.g. pupil achievement, attendance, exclusions, staff training? Is this information used to inform the policies, plans and strategies, lessons, additional support, training and activities the school provides?
- How has your Equality Policy been shaped by the views, input and involvement of staff, parents and pupils?
- Is pupil achievement analysed by race, disability and gender? Are there trends or patterns in the data that may require additional action, and has action been taken to address these?
- Does the curriculum include opportunities to understand the issues related to race, disability and gender?
- Are all pupils encouraged to participate in school life? Are pupils who make a positive contribution reflective of the school's diversity e.g. through class assemblies/school council?
- Is bullying and harassment of pupils and staff monitored by race, disability and gender, and is this information used to make a difference to the experience of other pupils? Are racist incidents reported to the governing body and local authority on a termly basis?
- Are visual displays reflective of the diversity of our school community? How are minority ethnic, disabled and both male and female role models promoted positively in lessons, displays and discussions such as circle time and class assemblies?
- Does the school take part in annual events to raise awareness of issues around race, disability and gender?
- Is the school environment as accessible as possible to pupils, staff and visitors to the school?
- Are open evenings and other events which parents, carers and the community attend held in an accessible part of the school, and are issues such as language barriers considered?
- Are the accessibility needs of parents, pupils and staff considered in the publishing and sending out of information, in terms of race, disability and gender?
- Are procedures for the election of parent governors open to candidates and voters who are disabled?

APPENDIX 2 – Overarching Equality Scheme January 2019-2023

Equality Objectives					
<p>Objective 1: To narrow the pupil premium gap in Reading, Writing and Maths in all year groups.</p> <p>Objective 2: To further improve provision for pupils for whom English is an additional language, particularly new arrivals at the early stage of English acquisition.</p> <p>Objective 3: To ensure the attainment between ethnic groups within the school remain comparable to national standards over the next two years.</p> <p>Objective 4: To close the gap between boys’ and girls’ writing.</p>					
Equality Strand	Action	Monitoring	Personnel Responsible	Time Frame	Early Success Indicators
All	Pupil achievement is monitored by race, gender, disability, socio economic factors (PPG) and any trends or patterns in the data that may require additional action to narrow the gap are addressed.	Completed as part of the tracking process.	HT and SLT	Ongoing	Gaps close
All	Promote positive images which reflect the diversity of the school and community in terms of race, gender and disability, for example in assemblies, books, publications and learning materials and in classroom/corridor displays. Help children to understand others and to value diversity. Promote shared values, awareness of human rights and how to apply and defend them.	Increase in pupil participation, confidence and positive identity – monitor through PSHE. Governor Ethos Monitoring. Check that assemblies continue to reflect the diverse nature of the school both in terms of learning and celebration. Monitor resources. Raise awareness in assemblies e.g. Guide Dog Awareness	HT and SLT	Ongoing	More diversity reflected in school displays across all year groups
All	Ensure all pupils are given the opportunity to make a positive contribution to the life of the school e.g. through involvement in the School Council by election (or co-option), class assemblies, fund raising, leadership council etc.	School Council representation monitored by race, gender, disability	HT and PSHE Leader	From January 2019 - ongoing	More diversity in Leadership and School Council Membership
All	Ensure staff, pupils, parents and carers continue to be involved in the future development of the Equality Policy through input and feedback from surveys, staff meetings, School Council meeting, parents’ evenings etc.	Analysis of surveys and other feedback	HT	From January 2019 - ongoing	Equality Policy reflects the views of all key stakeholder groups
All	Provide reasonable means for children, their friends and families to interact with people from different backgrounds and build positive relationships, including links with different schools and communities.	Continue to develop through PSHE and class teaching. Analysis of surveys and other Feedback	Class Teachers	From January 2019 - ongoing	Extended links beyond the local area
Race Equality Duty	Identify, respond and report racist incidents as outlined in the Policy. Report the figures to the Governing Body & LA on a termly basis where necessary. Equality incident log checked termly by governors.	The Headteacher / Governing body use the data to assess the effectiveness of the school’s PSED work and the impact of the school’s response to any incidents	HT and Governors	Termly to Governors via Headteacher’s Report	Teaching staff are aware of and respond to racist incidents. Consistent nil reporting is challenged by the Governing Body

Disability Equality Duty	<p>The talents of disabled pupils are recognised and represented in school activity.</p> <p>Disabled children take part in all aspects of the curriculum, including educational visits and journeys; lunchtime activities; PE and dance and assemblies; afterschool clubs</p>	Seek views from the school community on how access and equality in school could be further improved.	HT & Inclusion Leader	From January 2019	Improved outcomes for disabled children, and those with SEN or identified as vulnerable Increase in pupil participation, confidence and positive identity
All	Monitor take up of after-school clubs and activities so that extended school activities take into account pupil needs and access issues and pupils attending reflect the diversity of the school population in terms of race, gender, disability and socio-economic status.	Any imbalance in participation in after-school activities is identified and addressed.	HT	From January 2019	There is little variation between 'groups' re: the rate and range of involvement of after-school clubs and activities
Gender Equality Duty	<p>Investigate the underlying causes of why our boys achieve less well than girls in writing</p> <p>School-based data analysis, discussions with pupils and parents</p> <p>Interaction with national and international research</p> <p>PPM – consider gender issues</p> <p>Continue to develop Key Skills Creative Curriculum topics and activities that appeal to boys as well as girls - Literacy tasks are 'boy friendly.</p> <p>Variety of learning styles and outdoor opportunities are included in planning.</p> <p>High Quality Texts for boys: create a section of the school library that contains books that promote boys reading.</p>	<p>Performance data interrogated to monitor boys' performance in reading, writing and maths</p> <p>Lesson observations and work sampling</p> <p>FS and teaching staff review topics and learning – focus performance, attitude, motivation of boys/girls</p> <p>Pupil Voice</p>	HT and Literacy Lead	From January 2019	The percentage of boys achieving ARE in writing increases; the gap between boys' and girls' attainment decreases
Race Equality Duty	Provide extra and additional support for pupils with EAL in order to enable them to make progress in their learning.	Continue to develop provision as part of the Inclusion programme of work; staff training. 1:1 tutoring as appropriate.			
Disability Equality Duty	Additional support for disabled parents/carers and staff to help them play a full part in the life of the school e.g. providing a sign interpreter for a deaf parent; ensuring that meetings are held in the most accessible part of the building for wheelchair users	<p>Review communication options, homework policy, resources.</p> <p>Adapt admission forms.</p> <p>Review accessibility policy.</p>			