

# Equality Policy



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## Shenley Primary School Equality Policy and Action Plan

The Single Equality Scheme brings together the school's approach towards promoting equality in our policies and procedures and, most importantly in our day-to-day practices and interactions with the whole-school community.

The school's scheme includes pupils, staff, governors, parents, carers and all those within the extended school community.

The school regards this scheme as being essential for achieving the five outcomes of the Every Child Matters framework and the objectives of the school development plan.

The school acknowledges that it is essential for us all to work together to achieve our aim of being fully inclusive and accessible, and ultimately to provide a quality learning experience for our children and young people.

### What is the Single Equality Scheme and Action Plan?

The school's Single Equality Scheme (SES) and Action Plan covers a three-year period from 2020 to 2023. It integrates our statutory duties in relation to race, disability and gender and promoting community cohesion. The duties cover staff, pupils and people using the services of the school including parents.

It also addresses the legislation relating to religion or belief, sexual orientation and age, and therefore includes our priorities and actions to eliminate discrimination and harassment for these equality areas.

Our Single Equality Scheme and Action Plan enables us to achieve a framework for action which covers all six equality strands, and ensures that we meet our responsibilities arising out of the public sector duties in an inclusive way.

We will continue to meet our statutory duties by reporting annually on the progress of the Single Equality Scheme and Action Plan. This will be reviewed by our Governing Body and will cover activity undertaken in relation to the six equality strands and the promotion of community cohesion.

### Policy Statement

1. The school acknowledges and welcomes diversity amongst pupils, staff and visitors.
2. The school does not discriminate against anyone, be they staff or pupils, on the grounds of their sex, race, age, colour, religion or belief, nationality, ethnic, national origins, physical or mental abilities, sexual orientation, gender reassignment, pregnancy or maternity.
3. The school promotes the principles of fairness and justice for all through the education that is provided in our school.
4. The school ensures that all students have equal access to the full range of educational opportunities provided by the school.
5. The school is opposed to all forms of racism and xenophobia, including those forms that are directed towards religious groups and communities.
6. The school respects the religious beliefs and practices of all staff, pupils, parents and carers and comply with all reasonable requests relating to religious observance and practice.
7. The school ensures that all recruitment, employment, promotion and training systems are fair to all, and provide opportunities for everyone to fulfil their potential.
8. The school will make reasonable adjustments, when required to, in order to: increase access to the curriculum; improve access to the school building; and improve the delivery of information.

### Meeting our duties

Under the Equality Act 2010, the school has a Public Sector Equality Duty (PSED) that extends to all protected characteristics – race, disability, sex, age, religion or belief, sexual orientation, pregnancy and maternity and gender reassignment – to show due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Act,
- 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 those who do not share it.

### **Racial equality**

The general duty to promote racial equality means that the school must show due regard to:

1. Eliminating unlawful racial discrimination
2. Promoting equality of opportunity
3. Promoting good relations between people of different racial groups.

### **Dealing with racist incidents**

All racist incidents are logged on the school's system and recorded as a racist incident. The Head records this on the school's record and also inform County and Governors. Staff deal with the incident in line with the School Behaviour Policy and the Head is involved where appropriate.

### **Disability equality**

The general duty to promote disability equality means that the school must show due regard to:

1. Promoting equality of opportunity between disabled people and other people
2. Eliminating unlawful discrimination
3. Eliminating disability related harassment
4. Promoting positive attitudes towards disabled people
5. Encouraging participation by disabled people in public life
6. Taking steps to take account of disabled peoples' disabilities, even where that involves treating disabled people more favourably than other people.

### **Accessibility**

Specific disability legislation exists with regard to disabled pupils and accessibility, which means we must plan strategically over time to:

1. Increase access to the curriculum
2. Make improvements to the physical environment of the school to increase access;
3. Make written information accessible to pupils in a range of different ways

The school must ensure that disabled pupils do not receive less favourable treatment and to do this, the school has a duty to make reasonable adjustments.

### **Gender equality**

The general duty to promote gender equality means that the school must show due regard to:

1. Eliminating unlawful discrimination and harassment
2. Promoting equality of opportunity between men and women, girls and boys.

The duty also includes the need to consider actions to address the causes of any gender pay gap.
<b>Transgender</b>
Transgendered people are explicitly covered by the gender equality duty. The term 'transgendered' refers to a range of people who do not feel comfortable with their birth gender. The school respects the confidentiality of those seeking gender reassignment and will provide a supportive environment within its school community.
<b>Community cohesion</b>
<p>The school also has a responsibility to promote community cohesion, developing good relations across different cultures, ethnic, religious and non-religious and socioeconomic groups.</p> <p>We have incorporated our priorities into our Single Equality Scheme and Action Plan in order to facilitate the monitoring of our progress and performance in terms of meeting our objectives.</p> <p><b>Strand 1</b> – The Quality of Education – with emphasis across the curriculum on the 'promotion of common values and valuing diversity', promoting of awareness of human rights and the responsibility to uphold and defend them, developing skills of participation and responsible actions</p> <p><b>Strand 2</b> – Equity and excellence – equality for all to succeed, removing barriers to access, eliminating variations in outcomes for different groups</p> <p><b>Strand 3</b> – Engagement and extended services – enabling the means for children and families to interact with people from different backgrounds and to build positive relations and links with different schools and communities – locally and more widely.</p> <p>We recognise that our school has a responsibility for educating children who will live and work in a country which is diverse in terms of culture, religions or beliefs, ethnicities and social backgrounds.</p> <p>We understand that there are different types of schools in different communities and will promote the interaction of our pupils with those in other schools.</p> <p>We understand that we already have a duty to eliminate unlawful racial discrimination and to promote equality of opportunity and good relations between people of different groups.</p>
<b>Age, sexual orientation, religion and belief</b>
The school must ensure that we do not discriminate on these grounds. This scheme sets out our priorities and proposed actions to eliminate discrimination and harassment for these equality areas.
<b>Our School response to our duty</b>
<p>In fulfilling the duties described above, all the school's actions will embody its key principles and values, namely that it:</p> <ul style="list-style-type: none"> <li>believes all should have equal access to opportunities, regardless of ability, age, gender, disabilities, racial or ethnic group.</li> <li>celebrates the diversity of our world.</li> <li>respects the religious, spiritual, cultural, and moral values of others and considers thoughtfully the attitudes, values and beliefs of the school community.</li> <li>provides an atmosphere of harmony, respect and safety within an educational environment.</li> <li>strives to make the best possible provision for all pupils/students, dependant on their individual needs</li> <li>the school adopts the view that inclusion is: "The process of taking necessary steps to ensure that every young person is given an equality of opportunity to develop socially, to learn and to enjoy community life." This means that the school does its best to make reasonable adjustments for disability, recognise and celebrate cultural differences, and understand the different needs and experiences of boys and girls.</li> <li>the school knows that equality is not simply about protecting potentially vulnerable individuals. The school believes that any child may be disadvantaged by prejudice, and so seeks to promote</li> </ul>

good relationships between all groups and positive attitudes towards disabled people, people from different ethnic or cultural groups or faith backgrounds and people of different gender or sexual orientation.

- values staff for their ability and potential to help the school make the best possible provision for all pupils regardless of disability, ethnicity, culture, religious belief.

Shenley Primary School is a 1.5 form entry school in Shenley, Hertfordshire, and is in the process of transitioning to a one-form entry primary school.

### Collecting and analysing equality information for pupils at Shenley Primary School

Shenley Primary School is an inclusive school. We use the curriculum and teaching to enhance the self-esteem of all those it serves, and to provide a learning environment in which each individual is encouraged to fulfil her or his potential.

### Information Gathering (Pupils)

Areas for analysis with regard to equality information include:

- Attainment levels
- Attendance levels
- Academic progress
- Behaviour
- Exclusions
- Attendance at external provision, extended school activities/extra-curricular activities

The data in respect of the above areas are obtained, mainly from the pupil tracking systems already in place and are monitored by the Governors' Learning & Achievement Committee.

- Complaints of bullying and harassment
- Complaints of racism
- Participation in School Parliament
- Pupil voice

The above items are included in the Head's reports to the Governing Body.

The School is committed to providing a working environment free from discrimination, victimisation, and harassment.

We collect and analyse the following information for our staff and governors:

- Applicants for employment
- Staff profile
- Attendance on staff training events
- Disciplinary and grievance cases
- Staff appraisals/performance management

The above items are monitored by the Governors' Resources Committee.

### Equality impact assessments

Equality impact assessment is a method of checking school policies, procedures and practices to ensure they are genuinely accessible and meet the needs of our staff and the local community in relation to age, disability, gender, race, religion or belief, sexual orientation, gender reassignment, pregnancy or maternity. We will undertake assessments to identify the impact or effect (either negative or positive) of our policies, procedures and functions on various sections of the population paying particular regard to

the needs of minority groups. Where negative impacts are identified, we then take steps to deal with this and ensure equality of service to all.

An inventory of existing policies has been undertaken and we are currently undertaking an ongoing rolling programme of impact assessment for all our policies and procedures.

#### Other School Policies

We have used our existing school policies to inform our Single Equality Scheme. These include:

- School Development & Improvement Plan
- Accessibility Plan
- Behaviour Policy
- SEND Policy

#### **Roles and Responsibilities** (See also Appendix A)

The School Equality Scheme will be aligned with the School Improvement and Development Plan. Its implementation will be monitored within the school's self-evaluation and other review processes. In addition to this regular impact assessment, the Single Equality Scheme and Action Plan will be reviewed at least every three years by the Full Governing Body.

- The Governors will ensure that the school complies with statutory requirements in respect of this Scheme and action plan.
- The Headteacher is responsible for the implementation of this scheme, and will ensure that staff are aware of their responsibilities, and that they are given necessary training and support. The Headteacher will report progress to the Governors.
- Staff are expected to promote an inclusive and collaborative ethos in the school, challenge inappropriate language and behaviour, respond appropriately to incidents of discrimination and harassment, ensure appropriate support for children with additional needs, and maintain a good level of awareness of equalities issues.
- Our pupils have a responsibility to themselves and others to treat each other with respect, to feel valued, and to speak out if they witness or are subject to any inappropriate language or behaviour.
- We will take steps to ensure all visitors to the school, including parents and carers are adhering to our commitment to equality, by making them aware of the school's Single Equality Policy and Action Plan.

#### **Commissioning and Procurement**

The school is required by law to ensure that, when we buy services from another organisation to help us provide our services, the organisation will comply with equality legislation. This will be a significant factor in selection during any tendering process.

#### **Publicising our scheme:**

The Single Equality Scheme will be available to all persons on request, and will be explained to all stakeholders through:

- School website

We will continue to involve people from all aspects of our school community in the ongoing evolution of our Single Equality Scheme and Action Plan. This will include:

- Time at School Parliament meetings to discuss equality and diversity matters where appropriate

- Time at staff meetings to discuss equality and diversity issues, where appropriate
- Having staff able to discuss equality and diversity matters during parent consultation meetings.

#### **Annual Review of Progress**

We will continue to review annually the actions we have taken in the development of our Single Equality Scheme which include:

- The results of the school's information gathering activities for race, disability and gender and what you have done with this information
- A summary from equality impact assessments undertaken
- An update of the progress made against priorities
- Celebrating what we have achieved in relation to promoting community cohesion
- Producing an Annual Report with regard to all aspects of race, disability and gender within the Single Equality Scheme and Action Plan

The Governors will be responsible for monitoring the effectiveness of this Scheme.

The Governors will review this scheme annually and revise it every three years, or as required by with legislation.

The scheme was formerly agreed and adopted by the Governing Body on the date stated on the cover sheet, and takes immediate effect.



## Shenley Primary School

### Single Equality Scheme Action Plan 2021 - 2023

Place a tick to identify which statutory duty/equality legislation the planned action is meeting): R = Race, D = Disability, G = Gender, SO = Sexual Orientation, A = Age, R/B = Religion or Belief CC = Community Cohesion							Proposed Action	Success Criteria	Timescale for Implementation	To be actioned by	Resource Implications	Monitored by
R	D	G	SO	A	RB	CC						
✓							Reporting of Racist Incidents	Annual report to FGB	In summer report to governors	Head		Governors
	✓						Arrangements for disabled access and consultation with parents	Access for physically disabled parents and pupils	Ongoing	Head		SENDCo
✓	✓	✓	✓	✓	✓	✓	On rolling programme of policy revision, equality statement to be added	Agenda item	Ongoing from 2020	All staff completing policies	Time	Governors



## **Appendix A**

### **Roles and Responsibilities**

Governors will:

- Provide leadership and drive for the development and regular review of the school's equality and other policies
- Provide leadership and ensure the accountability of the Headteacher and senior staff for the communication and implementation of school policies
- Highlight good practice and promote it throughout the school and wider community
- Provide appropriate role models for all leaders, staff and pupils
- Praise examples of good practice from the school and among individual leaders, staff and pupils
- Ensure a consistent response to incidents, e.g. bullying cases and racist incidents
- Ensure that the school carries out the letter and the spirit of the statutory duties (and ensure the provision of 'returns' to the local authority)

Headteacher and senior staff will:

- Initiate and oversee the development and regular review of equality policies and procedures
- Consult pupils, staff and stakeholders in the development and review of the policies
- Ensure the effective communication of the policies to all pupils, staff and stakeholders
- Ensure that leaders and staff are trained as necessary to implement the policies
- Oversee the effective implementation of the policies
- Hold line managers accountable for effective policy implementation
- Act as appropriate role models for all leaders, staff and pupils
- Highlight good practice from departments, individual leaders, staff and pupils
- Provide mechanisms for the sharing of good practice
- Ensure a consistent response to incidents, e.g. bullying cases and racist incidents
- Ensure that the school carries out its statutory duties effectively

Staff members will:

- Respond to consultation requests by creating opportunities for pupils and staff to share their comments, suggestions and feedback, ensuring that all voices are heard
- Implement the school's equality scheme, holding staff accountable for their behaviour and providing support and guidance as necessary
- Be accountable for the behaviour of the staff team, individual members of staff and pupils
- Use informal and formal procedures as necessary to deal with 'difficult' situations
- Behave in accordance with the school's policies, leading by example
- Respond appropriately to the behaviour of pupils and staff, as a whole, and individuals (praising/challenging as necessary)
- Contribute to managing the implementation of the school's equality scheme

**All staff, teaching and non-teaching, will:**

#### **Policy Development**

- Contribute to consultations and reviews
- Raise issues with line managers which could contribute to policy review and development

#### **Policy Implementation**

- Maintain awareness of the school's current equality policy and procedures
- Implement the policy as it applies to staff and pupils

#### **Behaviour**



- Behave with respect and fairness to all colleagues and pupils, carrying out the letter and spirit of the school's equality scheme
- Provide a consistent response to incidents, e.g. bullying cases and racist incidents

#### **Public Sector Duties**

- Contribute to the implementation of the school's equality scheme