

Mill Hill Primary School

Policy on Single Equality

1 Introduction

- 1.1 This Single Equality Policy sets out our school's generic approach to the Single Equality Duty (as set out by the Equality and Human Rights Commission) to secure equality with regard to race, disability, gender, age, sexual orientation, and religion/belief.
- 1.2 In setting out the school's responses to these duties, this policy also indirectly reflects many of the school's approaches to the promotion of Community Cohesion. Section 5 of this policy ("The school's approach to promoting equality for all") pulls together all duties within the equality act and presents them in a generic way.

2 Aims and Objectives

- 2.1 Mill Hill Primary School aims to create an ethos that is friendly and caring, where individual effort and achievement is valued, and where everybody is made to feel part of the team. We want our children to grow in confidence and develop a sense of self-discipline and self-esteem within a secure and stimulating environment; where there is respect for each other for the school and the local community; and for the world in which we live.
- 2.2 Mill Hill Primary School is committed to ensuring that we do not discriminate against anyone, be they adult or child, on the grounds of their race, nationality, disability or special educational need, gender, age, sexual orientation and religion/belief.
- 2.3 Our over-riding consideration is to:
- celebrate the diversity of our community and show respect for all minority groups
 - provide a supportive, inclusive and empowering learning community for all pupils and adults.
- 2.4 The school recognises that it has to make special efforts to ensure that all potentially vulnerable groups of learners are helped to fulfil their potential, including:
- Boys and girls, men and women
 - All minority ethnic groups
 - Pupils and others with special educational needs
 - Pupils and others with a range of disabilities
 - Looked After Children and their carers
 - Children with poor records of attendance at school (including those identified on the child protection register)
 - Young carers
 - Children at risk from significant harm
 - Children living with 'vulnerable' adults
- 2.5 In our school, regular and systematic monitoring and evaluation of the attainment and achievement of vulnerable groups and individuals enables us to highlight areas where additional intervention may be needed.

2.6 This policy and the process of self evaluation is the responsibility of:

- Headteacher
- All governors
- All staff

and its effectiveness is regularly evaluated by:

- Headteacher
- All Governors
- School Improvement Partner

3. The Legal Duties

3.1 This document is written with reference to the following key documents:

- “Developing Equality Schemes to meet the three existing duties”: Equalities and Human Rights Commission (2009)
- “Developing a Single Equality Policy for you school”: Centre for Studies in Inclusive Education (2010)

3.2 It is also written in compliance with the following legal frameworks:

- The Equality Act 2010/2011
- The Race Relations Act 1976 (amended 2000)
- The Human Rights Act (1998)
- The Employment Equality Regulations (2003)
- The Equality Act (Part 2) (2006)
- Article 5 of the International Convention on the Elimination of All Forms of Racial Discrimination (ratified by UK in 1969)
- Articles 2, 23, 28 and 29 of the United Nations Convention of the Rights of the Child (ratified by UK in 1991)
- The Special Educational Needs and Disability Act (2001)
- The Disability Discrimination Act (2005)
- The Disability Equality Duty (2006)
- Article 24 of The United Nations Convention on the Rights of Persons with Disabilities (ratified by UK in 2009)
- The Gender Equality Duty (2007)
- The Sex Discrimination (Gender re-assignment) Regulations (2003)
- The Employment Equality (Sexual Orientation) Regulations (2003)

- The Equality Act (Sexual Orientation) Regulations (2007)
- Articles 10, 14 of the United Nations Convention on the Elimination of All Forms of Discrimination against Women (ratified by UK in 1986)

4 The School Context

- 4.1 Reasonable adjustments will be made by our school to ensure that the equal opportunity of pupils, visitors, staff and governors is ensured with regard to race, disability or special educational need, gender, age, sexual orientation and religion/belief as required.
- 4.2 Staff turnover, pupil mobility and upward or downward trends in relation to % of staff, pupils and governors from different racial groups, with a disability or special educational need, from each gender, (or who fall into groups for whom the school needs to give consideration to age, sexual orientation and religion/belief) will be considered as necessary.
- 4.3 Attainment and progress of pupils who would identify themselves (or, in terms of special educational need, be identified) as belonging to different groups according to race, disability or special educational need, gender, age, sexual orientation and religion/belief are neither better nor worse than those of the school population as a whole.
- 4.4 Examples of how we seek the views of all our school community, and the wider community, including in relation to equality issues, are as follows:
- Pupil questionnaire
 - Parent questionnaire
 - Data collection forms
 - Website contact points
 - Comments, compliments and complaints leaflets
- 4.5 Some examples (not a definitive list) of how we seek to address equality issues in our school and improve the access and experience of all equality groups, are as follows:
- School assemblies
 - PSHE
 - School Council

5. Rationale

- 5.1 As a school, we recognise that there are some core inclusive values that underpin this Single Equality Policy and ensure respect for all. These are:
- **Fairness:** no school policy or procedure will unfairly advantage or disadvantage any member of the school community.
 - **Trust:** we begin with the premise that all members of the school community will behave with good intent towards each other.

- **Participation:** no member of our school community will be barred in any way from participating in any school activity which could be reasonably expected to be open to all. For those school activities where it would be common practice to be chosen or elected, (ie representation at a meeting, on a committee, on the school council or on the Governing Body) we will be able to demonstrate that the selection process was fair and transparent (see below).
- **Consultation and negotiation:** Representatives of different stakeholder groups within the school community (i.e. pupils, staff, parents, governors) and of all seven identified diversity groups covered by this policy (race, disability, gender, age, sexual orientation and religion/belief) will be consulted over major policy decisions being taken by the school. The school will make an “equality impact assessment” in relation to any major policy decision. In some situations, where it is reasonable to predict that the ultimate decision will have a significant impact upon the experience in school of different stakeholders, including those within the seven identified groups, the school recognises that it will be appropriate to negotiate, rather than consult.
- **Collaboration:** we will work together as a team in which every member has a view and a voice which is worthy of consideration.
- **Transparency:** the reasoning behind decisions made in our school will be open and subject to scrutiny.

5.2 We strive to build, within our school, our locality and the partnerships with which we are involved, a strong and cohesive community, which prepares young people for adult life in a diverse, inclusive society; a welcoming community that fosters positive relationships and values diversity as a rich learning resource; a barrier-free community founded upon a joint sense of belonging.

5.3 **Every member of our school community will be challenged and held to account for upholding the rationale of this Single Equality Policy.**

5.4 We recognise that individual members of staff, governors, parents or pupils may have different views on a number of equality issues. Our main priority is not to demand that anyone changes their views but that, as a school, we clearly describe what the school considers acceptable/unacceptable and how everyone is expected to behave in school. No matter what individual people’s views might be, our first priority is to ensure that the school complies with every aspect of equality legislation and the duty to promote community cohesion.

6 The School’s approach to promoting equality for all

6.1 Our school works in the following ways to secure equality and respect for all **(these principles apply to all seven equality duties):**

- i) **Current policy and practice in the school shows commitment to meeting the duty to promote equality for pupils, staff, governors and parents. Our school addresses this by:**
 - Ensuring that our mission statement, aims and core values relate to every member of our school community.

- Ensuring that, wherever possible, the equality groups as identified in this policy are reflected in the language and images of all publications (including the school prospectus, publicity to promote school events, website).
- Ensuring that, wherever possible and without artificiality or unbalanced representation, there are positive images of the equality groups as identified in this policy, in school policies, in school publications, in learning resources and in displays.
- Ensuring that the school has clear, commonly understood processes for challenging inappropriate language or behaviour and/or prejudice.
- Ensuring that equality values are represented in the everyday language and behaviour evident in school and that senior leaders regularly monitor the school climate in relation to this, in order that tolerance levels in relation to language or behaviour are maintained.
- Ensuring that the school makes the strongest possible efforts to minimise any barrier to the participation and engagement of parents with regard to their child's development and in other aspects of school life.

ii) The school can clearly demonstrate how it assesses the impact on equalities of its current policies and practices for all pupils, staff, governors and parents. Our school addresses this by:

- Ensuring that the school has consistent and reliable procedures for recording and reporting incidents of inappropriate language or behaviour towards the equality groups as identified in this policy.
- Ensuring that the school has monitoring data on attendance, exclusion and bullying and can analyse this with reference to the equality groups identified in this policy.

iii) The school has secure arrangements for ensuring equality of opportunity with regard to the recruitment, development and retention of employees. Our school addresses this by:

- Ensuring that, whilst adhering to equalities law and fair recruitment practice, every attempt is made to achieve diversity in the workforce and governing body which is representative of that within the school, the local community and the wider community.
- Ensuring that all aspects of employment, including recruitment, disciplinary issues, and complaints, allocation of responsibilities, professional development and opportunities for all staff to progress are monitored to ensure that equality is upheld as a central consideration when judgments and decisions are made.
- Ensuring that all staff are aware of this Single Equality policy and wider equality issues through staff training and professional development and that this is an essential element of the induction training for all staff.

iv) The school can demonstrate equality with regard to the educational opportunities available to the pupils in the specified groups. Our school addresses this by:

- Ensuring that there are opportunities for different viewpoints to be expressed and voices to be heard.
- Ensuring that, where possible and appropriate and without contrivance or artificiality, curriculum themes and content reflect the rights and interests of the equality groups as identified in this policy and promote greater tolerance towards them, across a breadth of curriculum.
- Ensuring that the curriculum offers opportunities for all pupils to learn about the history of inequality and oppression in relation to the equality groups as identified in this policy
- Ensuring that all of the equality groups as identified in this policy have the same opportunity to access educational visits and other school trips as any other pupil in the school.
- Ensuring that all pupils can participate equally in all aspects of school life, including extended school activities.
- Ensuring that school events or activities, including those arising from the extended school offer, celebrate diversity.

V) The school can demonstrate equality of opportunity with regard to the achievements of pupils in the specified groups. Our school addresses this by:

- Ensuring that the school has processes for monitoring and evaluating the attainment and progress of all pupils and the comparative attainment and achievement of pupils in the equality groups identified in this policy. Thereafter ensuring, where there are discrepancies, that appropriate intervention is put into place which will narrow the gap between the attainment and achievement of all pupils and of those pupils from the equality groups identified within this policy, where these are lower and need to be addressed.

VI) The school can demonstrate equality with regard to attendance, exclusion and anti-bullying. Our school addresses this by:

- Ensuring it has effective attendance, behaviour and anti-bullying policies which are applied equally to all groups and do not disadvantage any member of our school community.
- Ensuring that the school has processes for avoiding the exclusion of any pupil and that these processes are equally applied to and equally effective for pupils in the equality groups identified in this policy.
- Ensuring that the school can clearly demonstrate the steps it takes to eliminate harassment and bullying of pupils or staff in the equality groups identified in this policy.
- Ensuring that the school has monitoring data on attendance, exclusion and bullying and can analyse this with reference to the equality groups identified in this policy.

VII) The school's links with local organisations and community groups represent its commitment to raising the awareness of its pupils, staff and parents with regard to the equality groups identified in this policy by:

- Ensuring that the school has links or partnerships with other schools, colleges, local or national groups, charities and organisations which also promote equality.
- Ensuring that the school does not have links, partnerships or connections with local or national groups or organisations which overtly promote prejudice or intolerance or, in the way in which they operate, exclude or disenfranchise members of any of the equality groups identified in this policy.

7. Monitoring, Reviewing and Assessing Impact

7.1 The Single Equality Scheme will be reviewed on an annual basis by:

- Pupils
- Parents
- Staff
- Governors
- Representatives of the local community (which could be community governors if they are representative of the main local equality groups).

7.2 Our school will judge the effectiveness of this Equality Scheme by :

- Evaluation of the monitoring information as referred to in section 5b
- By canvassing the views of the stakeholders listed above, through questionnaires or focus groups

8. Action Planning

8.1 Our school recognises that it is a legal requirement to develop specific targets for each of the equality duties. These will be incorporated in the School Improvement Plan in response to issues identified in the monitoring data.

9. Specific Responsibilities

9.1 The Headteacher and Governing Body will maintain a strategic overview of the currency and efficacy of this Single Equality Scheme and will ensure that any actions necessary will be addressed and incorporated into the School Improvement Plan.

9.2 This policy will be regularly reviewed by the governing body.