

Oldbrook First School



Living and Learning Together

# Oldbrook First School

## Single Equality Policy

May 2017



# Equality Policy

## Policy Statement

This Equality Policy for Oldbrook First School brings together all previous policies, schemes and action plans around equality including those that we had previously for Race, Gender, Disability Equality, Equal Opportunities and Anti Bullying (These policies remain in the policy folder for reference). It includes all the protected characteristics covered under the Equality Act 2010 as well as other aspects which have the potential to discriminate against or to devalue any individuals within our community. We are further committed to the development of cohesive communities both within our school's physical boundaries and within our local, national and global environments. Our school embraces the aim of working together with others to improve children's educational and wellbeing outcomes, and notes the rights set out in the UN Convention on the Rights of the Child. This new policy will show how Oldbrook First School will meet the general duty outlined in Section 149 of the Equality Act. This act has three aims requiring public bodies to have due regard to the need to:

- Eliminate discrimination, harassment, victimisation and other conduct that is prohibited under the act
- Advance equality of opportunity between parents who share a protected characteristic and person who do not share it
- Foster good relations between persons who share a characteristic and persons who do not share it.

This policy explains how we aim to listen to and involve pupils, staff, parents and the community in achieving better outcomes for our children and young people.

## Our school within the wider context

Oldbrook First School is a two form entry infant school with a Nursery class within the Campbell Park district of Milton Keynes and is smaller than the average infant school. Our ethos is based on the statement, 'Living and Learning Together' which is central to our vision, values and aims for all. The school has a high mobility factor both in newly arrived pupils from abroad and pupils leaving the Oldbrook area.

Attainment on entry is mixed with significant numbers entering with below average levels of attainment, particularly in social and linguistic skills

In September 2016 68% of children were from ethnic minority family backgrounds. There are 31 different languages spoken within the school community. 59% of children speak English as an additional language with many at the early stages of learning English.

Children enter school with poor social skills and often find the formality of school very challenging. Their poor language skills impact on all aspects of learning and therefore much emphasis is placed on speaking and listening and learning through play through the Foundation Stage and into KS1.

At Oldbrook First 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 and belief, age, sexual orientation, pregnancy and maternity or gender reassignment (protected characteristics). 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 fully in school life.

The achievement of pupils will be monitored by race, gender and disability and we will use this data to support pupils, raise standards and ensure inclusive teaching. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an

environment which champions respect for all. At Oldbrook First School we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

This policy is available for all staff and parents and was written in consultation with Governors, staff and parents.

### **Overall aims of our Equality Policy**

The school is committed to:

- being proactive in promoting equality, good relations and tackling unlawful discrimination
- encouraging supporting and enabling all pupils and staff to achieve their full potential
- working in partnership with parents and the wider community to tackle discrimination and establish, promote and disseminate equality good practice
- ensuring that all staff, pupils and parents adhere to the principles of this policy

### **Teaching and 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 will:

- Use contextual data to improve the ways in which we provide support to individuals and groups of pupils;
- Monitor achievement data of specific groups and action any gaps;
- Take account of the achievement of all pupils when planning for future learning and setting challenging 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 and values that will challenge racist and other discriminatory behaviour or 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;
- Encouraging classroom and staffroom discussion of equality issues which reflect on social stereotypes, expectations and the impact on learning;
- Including teaching and classroom-based approaches appropriate for the whole school population, which are inclusive and reflective of our pupils.

The following staff or bodies within the school are responsible for certain duties in line with this policy.

### **The Governing Body ensures:**

- that the school complies with equality legislation, including the general and specific duties, making reasonable adjustments to provision where necessary to uphold equality law
- that the SES and its related procedures and strategies are implemented
- that a Governor is elected who has lead responsibility for the single equality scheme, and who will receive appropriate training

- that this Governor supports the Headteacher in consultations with all stakeholders and in implementing any actions necessary
- the equality objectives are reviewed, at least every four years

### **The Headteacher:**

- works with the governing body to ensure that the policy and its related procedures and strategies are implemented effectively
- appoints person(s) responsible for co-ordinating work under the seven protected characteristics
- ensures that stakeholders, including staff are aware of their responsibilities under the scheme and are given appropriate training and support so that they can fulfil their responsibilities
- monitors progress within the SES and provides an annual report to the governing body
- manages any day to day issues arising from the SES whether for pupils or for the school as an employer
- takes appropriate action with staff or pupils who discriminate
- tracks the progress of groups of pupils with protected characteristics

### **All Staff:**

- will be aware of the single equality scheme, actively support it and ensure that any training requirements are reported to the Headteacher
- will deal with incidents of discrimination and know how to identify and challenge bias and stereotyping, as well as being aware of procedures
- will ensure that activities or personal behaviour do not discriminate on any grounds
- will keep up to date with equalities legislation by attending training and information events organised by the school or local authority

### **Teaching Staff:**

- ensure that pupils from all groups have full access to the curriculum
- promote equality and diversity through teaching and through encouraging community cohesion

### **Pupils need to:**

- be aware of and act in accordance with the SES
- understand the importance of reporting prejudice based incidents

### **Parents:**

- have access to the scheme
- be encouraged to support the policy
- have the opportunity to attend any relevant meetings/awareness raising sessions related to the policy
- have the right to be informed of any incident related to this scheme which could directly affect their child

## **Visitors and contractors:**

- Will ensure that they are aware of, and comply with, the school's single equality scheme.

## **Equal Opportunities for 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. However we are concerned to ensure wherever possible that the staffing of the school reflects the diversity of our community.

## **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;
- Senior Leadership Team support to ensure equality of opportunity for all.

## **Equality and the Law**

There are a number of statutory duties that must be met by every school in line with legislation from the Race Relations (Amendment) Act (2000), Disability Equality Duty (2005) and Equality Act (2006).

The action plan at the end of this Equality Plan outlines the actions Oldbrook First School will take to meet the general duties detailed below.

## **Race Equality**

This section of the plan reflects the general and specific duties of schools as detailed in The Race Relations Act 1976 and as amended by The Race Relations (Amendment) Act 2000.

The General Race Equality Duty requires us to have due regard to the need to:

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

Under our specific duty we will:

- Prepare an Equality Plan which includes our written policy for race equality;
- Assess the impact of our policies, including this Plan, on pupils, staff and parents by ethnicity including, in particular, the achievement levels of these pupils;
- Monitor the impact our plans and policies have on such pupils, staff and parents towards raising the achievement of minority ethnic groups.

## **Disability**

This section should be read in conjunction with the schools Special Educational Needs Policy.

The Disability Discrimination Act 2005 (DDA) defines a disabled person as someone who has ‘a physical or mental impairment which has a substantial or long-term adverse effect on his or her ability to carry out normal day-to-day activities’.

The DDA 2005 has also extended the definition of disability as follows:

- People with HIV, multiple sclerosis and cancer (although not all cancers) are deemed disabled before they experience the long-term and substantial adverse effect on their activities;
- Section 18 has been amended so that individuals with a mental illness no longer have to demonstrate that it is “clinically well-recognised”, although the person must still demonstrate a long-term and substantial adverse impact on his/her ability to carry out normal day-to-day activities.

## **Legal Duties**

The Disability Discrimination Act (DDA) 2005 placed a general duty on schools, requiring them to have due regard for the following when carrying out and delivering services:

- Promoting equality of opportunity between disabled people and other people;
- Eliminating discrimination and harassment of disabled people that is related to their disability;
- Promoting positive attitudes towards disabled people;
- Encouraging participation in public life by disabled people;
- Taking steps to meet disabled people’s needs, even if this requires more favourable treatment.

Under our specific duty we will:

- Prepare and publish an Equality Plan which covers the requirements for a Disability Equality Scheme identifying our disability equality goals and actions to meet them;
- Review and revise this Scheme every three years.

## **Gender Equality**

The Gender Equality Duty 2006 places a general and specific duty on schools to eliminate unlawful discrimination and harassment on the grounds of gender and to promote equality of opportunity between female and male pupils and between women and men and transgender people.

Under our general duty we will actively seek to:

- Eliminate unlawful discrimination and harassment on grounds of sex and gender reassignment;
- Promote equality between men and women.

Under our specific duty we will:

- Prepare and publish an Equality Plan which covers the requirements for a Gender Equality Scheme identifying our gender equality goals and actions to meet them;
- Review and revise this Scheme every three years.

## **Sexual Orientation**

The Equality Act 2006 made provision for regulations to be introduced to extend protection against discrimination on grounds of religion or belief to sexual orientation.

The Equality Act (Sexual Orientation) Regulations 2007 came into force on 30 April 2007, and they make discrimination unlawful in the area of goods, facilities and services on grounds of sexual orientation. For schools this means admissions, benefits and services for pupils and treatment of pupils.

## **Community Cohesion**

The Education and Inspections Act 2006 inserted a new section 21(5) to the Education Act 2002, introducing a duty on the governing bodies of state schools to promote community cohesion. Community cohesion encompasses promoting good relations between pupils from different races, faiths / beliefs and socio-economic backgrounds. The duty came into force on 1 September 2007.

## **Consultation and Involvement**

It is a requirement that the development of this plan 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 to shape the plan:

- Parent/community working party
- Feedback from the annual parent questionnaire, parents' evening
- Input from staff through staff meetings / INSET
- Feedback from the school council, PSHE lessons, pupil questionnaires
- Issues raised in annual reviews or reviews of progress on Individual Education Plans/Personalised Provision Maps, mentoring and support
- Feedback at Governing body meetings.

## **Tackling Discrimination and Reporting**

Harassment on account of race, gender, disability or sexual orientation is unacceptable and is not tolerated within the school environment.

All staff are expected to deal with any discriminatory incidents that may occur. They are expected to know how to identify and challenge prejudice and stereotyping; and to support the full range of diverse needs according to a pupil's individual circumstances.

Racist and homophobic incidents and other incidents of harassment or bullying are dealt with by the member of staff present, escalating to a class teacher / Headteacher where necessary. All incidents are reported to the Headteacher and racist incidents are reported to the governing body and local authority on a termly basis. Completed forms will be held centrally in the office and

termly reports will be sent to MK council on the nature and frequency of incidents. (Appendix 2) The Headteacher will then analyse the incidents. The Headteacher should consider whether:

- the number of incidents, especially a null result, reflect the nature of community relations in the school
- there is any trend in the nature of prejudice based incidents and hate crime ie are incidents predominantly homophobic, disablist or racial
- statistics provide evidence that policies and practices are working by the scale and number of incidents, and by the prevalence of repeat incidents
- they can be confident that pupils feel at ease to report incidents

The findings will inform the School Improvement Plan and influence classroom practice. Oldbrook First School will continue to develop relationships with local communities as we need to be aware of community issues to ensure that all our children reach their full potential and barriers to learning are removed.

### **What is a discriminatory incident?**

Harassment on grounds of race, gender, disability, sexual orientation or other factors such as socio-economic status, can take many forms including verbal or physical abuse, name calling, exclusion from groups and games, unwanted looks or comments, jokes and graffiti.

A racist incident is defined by the Stephen Lawrence Inquiry Report (1999) as:

*‘Any incident which is perceived to be racist by the victim or any other person’.*

### **Types of discriminatory incident**

Types of discriminatory incidents that can occur are:

- Physical assault against a person or group because of their colour, ethnicity, nationality, disability, sexual orientation or gender;
- Use of derogatory names, insults and jokes;
- Racist, sexist, homophobic or discriminatory graffiti;
- Provocative behaviour such as wearing racist, sexist, homophobic or discriminatory badges or insignia;
- Bringing discriminatory material into school;
- Verbal abuse and threats;
- Incitement of others to discriminate or bully due to victim’s race, disability, gender or sexual orientation;
- Discriminatory comments in the course of discussion;
- Attempts to recruit others to discriminatory organisations and groups;
- Ridicule of an individual for difference e.g. food, music, religion, dress etc;
- Refusal to co-operate with other people on grounds of race, gender, disability or sexual orientation.

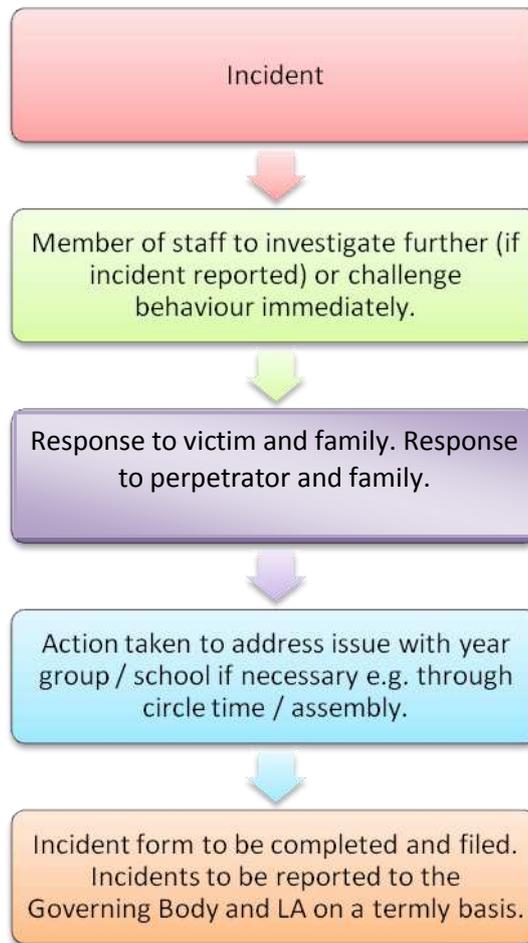
### **Victim support**

Oldbrook values the importance to comforting and supporting victims of prejudiced based incidents or hate crime. Staff will endeavour to explain to the victim the actions taken in dealing with the perpetrator and express the attitude of the school towards such behaviour. Staff should allow the pupil or adults the opportunity to express their own concerns and feelings and provide further support if deemed necessary.

## Responding to and reporting incidents

It should be clear to pupils and staff how they report incidents. All staff, teaching and non-teaching, should view dealing with incidents as vital to the well-being of the whole school.

Procedure for responding and reporting:



## Incidents may include

- threatened or actual physical assault
- derogatory name calling, insults, for example racist jokes or homophobic language
- hate graffiti
- provocative behaviour such as wearing badges or symbols belonging to right wing or extremist organisations
- distributing offensive literature
- inciting hatred or bullying against pupils who share a protected characteristic
- prejudiced or hostile comment in the course of discussions within lessons
- teasing in relation to any protected characteristic eg sexuality, language, religion or cultural background
- refusal to cooperate with others because of their protective characteristic whether perceived or real
- expression of prejudice calculated to offend or influence the behaviour of others
- attempts to recruit other pupils to organisations and groups that sanction violence, terrorism or hatred

Any prejudiced behaviour from any member of staff towards any pupil, parent or another member of staff will not be tolerated and if it occurs, disciplinary action will be taken. Oldbrook First School will bring this policy to the attention of volunteers who work in the school on a regular basis. Any parent displaying such views will be asked to talk to the Headteacher and explain their actions or words. There may be occasions when prejudiced based incidents or hate crimes that have occurred outside school, or involve outside perpetrators, are brought to the attention of the Headteacher. These incidents should be reported to the police and/or the Anti-Hate Crime group who may wish to take action under hate crime legislation.

This policy makes it clear that any prejudice based incidents within Oldbrook First school community will not be tolerated and will be dealt with consistently by staff and/or Senior management. All incidents will be recorded, reported and analysed and will inform the School Development Plan. Any incidents outside the school community, if substantiated, will be reported to the appropriate organisations.

### **Review of progress and impact**

The Plan has been agreed by our Governing Body. In line with legislative requirements, we will review progress against our Equality Plan annually and review the entire plan and accompanying action plan on a three year cycle.

We make regular assessments of pupils' learning and use this information to track pupil progress. As part of this process, we regularly monitor achievement by ethnicity, gender and disability, to ensure that all groups of pupils are making the best possible progress, and take appropriate action to address any gaps.

### **Publishing the plan**

In order to meet the statutory requirements to publish a Disability Equality Scheme and Gender Equality Scheme, we will:

- Publish our plan on the school website
- Raise awareness of the plan through the school newsletter, assemblies, staff meetings and other communications
- Make sure hard copies are available.

Date: 2017

Kirk Hopkins / Sara Jarman

<b>Equality Strand</b>	<b>Aim</b>	<b>Action</b>	<b>Monitoring</b>	<b>Responsibility</b>	<b>Time Frame</b>	<b>Milestone / progress</b>
All	The school community are familiar with the principles of the Equality Scheme.	Publish and promote the Equality scheme through the school website, newsletters and staff meetings.	Question about SES in annual parent questionnaire.	Headteacher	April 2017	Parents aware of the SES. Staff are familiar with principles of the SES use them when planning.
All	All pupils make progress including groups and individuals.	Monitor and analyse pupil achievement by race, gender, and disability and act on any trends or patterns in the data that require additional support for pupils.	Achievement data analysed termly during SLT meeting. Pupil progress identified in Pupil progress meetings.	Headteacher / Governing Body / Subject Leaders Teachers	Annually in Sep.	Analysis of teacher assessments / Termly data demonstrates the gap is narrowing for equality groups.
All	Ensure that the curriculum promotes role models and heroes that pupils positively identify with, which reflects the school's diversity in terms of race, gender and disability.	Review the curriculum to ensure it promotes role models and heroes that pupils positively identify with, which reflects the school's diversity in terms of race, gender and disability.	Increase in pupil's participation, confidence and achievement levels.	History / Geography Subject leader	Sept 2017	Analysis of the curriculum shows diversity
All	Ensure that displays in classrooms and corridors promote diversity in terms of race, gender and Ethnicity.	To review displays	Displays reflective of school community	Art Subject Leader	On-going	More diversity reflected in school displays

Equality Strand	Aim	Action	Monitoring	Responsibility	Time Frame	Milestone / progress
Disability Equality Duty Parent voice	To raise further awareness and understanding of non-visible disabilities for children and parents	Evaluate curriculum highlighting specific areas.	Headteacher	Headteacher	Autumn 2017	Children have awareness.
		Hold parent meetings / coffee mornings with focus on non-visible disabilities.	Headteacher	Headteacher	On-going	Attendance at meetings showing Increased awareness and understanding of parents
All	Ensure that all applicants for jobs are based on their ability to meet the job description regardless of race, gender, disability or sexual orientation.	All applications to be point scored against the job specification / job description.	F & P committee to monitor process.	Headteacher / F & P committee	From April 2017	Evidence provided that shows appointments are made without discrimination.
Race Equality Duty	Ensure all racist incidents are dealt with effectively.	Identify, respond and report racist incidents as outlined in the plan. Report the figures to the Governing body / Local Authority on a termly basis.	The Headteacher / Governing Body will use the data to respond to any emerging trends.	Headteacher / Governing Body	Reporting December April, July	Reports to the GB and LA.
Disability Equality Duty	Ensure Developing positive attitudes - ensure part of the curriculum in each year raises disability equality issues.	Evaluate curriculum highlighting specific areas.	Headteacher	Headteacher	Autumn 2017	Children have awareness.
Comm. Cohesion	To promote the diverse cultures within the school community	Celebrate cultural events throughout the year to continue to increase pupil awareness and understanding of different cultures. E.g. Diwali, Eid, Christmas	Feedback from pupils Monitor feedback from parents	Parent Governor	Ongoing	Increased awareness of different cultures and beliefs.

<b>Equality Strand</b>	<b>Aim</b>	<b>Action</b>	<b>Monitoring</b>	<b>Responsibility</b>	<b>Time Frame</b>	<b>Milestone / progress</b>
Comm. Cohesion Parent voice	To promote the diverse cultures within the school community	Include language of the month with key words and facts in the newsletter.	Feedback from parents and pupils	Assistant Head	On-going	Increased awareness of different cultures and beliefs. Parent feedback.
Advance equality of opportunity	To improve the attainment of pupils eligible for FSM.s	Collate and analyse data relating to attainment for pupils eligible for FSM. Implement strategies to improve attainment including Pupil premium	Headteacher /SLT to monitor attainment	Headteacher / SLT	Termly	Data shows improved outcomes and the gap narrowing
All	To gain parents views of equality within the school community.	Parental views gained through questionnaires, discussions after events	Collate feedback from parents Headteacher / SLT/Governors	Headteacher / SLT	Ongoing	Evidence reflects positive equality for all and shows parental awareness of equality

## Appendix A Key legislation

### Equality Act 2010

#### Equality Act 2010

Harmonises and streamlines existing equality legislation into one Single Act.

The Act protects pupils from discrimination and harassment based on 'protected characteristics':

- Disability.
- Gender reassignment.
- Pregnancy and maternity.
- Race.
- Religion or belief.
- Sex.
- Sexual orientation.

This relates to:

- prospective pupils
- pupils at the school
- in some limited circumstances, former pupils

The Act also contains positive action provisions which enable schools to take proportionate action to address disadvantage faced by particular pupils. Such action could include targeted provision, resources or putting in place additional or bespoke provision to benefit a particular disadvantaged pupil group.

The Public Sector Equality Duty commenced in April 2011.

There are exceptions to enable single-sex schools to admit only pupils of one sex and for schools with a religious character to enable them to have admissions criteria which give preference to members of their own religion.

For more information:

<http://www.equalityhumanrights.com/advice-and-guidance/new-equality-act-guidance/>