



Bembridge C of E Primary School
'Learning to love God, one another and ourselves'

Single Equality Policy

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(Headteacher)

Signed Alan Morris Date: 2 July 2018
(Chairman Board of Governors)

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1 Document Information

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3 Statement / principles

The policy outlines the commitment of the staff and Governors to promote equality. This involves tackling the barriers, which could lead to unequal outcomes for identified groups and individuals of pupils, staff, parents/carers, governors and visitors in school, ensuring that there is equality of access to education whilst at the same time celebrating and valuing the diversity of our community.

We believe that equality should filter through all aspects of school life and is the responsibility of every member of Bembridge CE Primary School and wider communities. Every member of the school community should feel safe, secure, valued and of equal worth.

Within our school, equality is a key principle for treating people with dignity and respect irrespective of their age, disability, gender reassignment, marriage or civil partnership, pregnancy and maternity, race including caste, religion/belief, sex, and sexual orientation as recognised protected characteristics under the Equality Act 2010.

Legal duties:

We welcome our Public Sector Equality Duties (PSED) duties under Section 147 of the Equality Act 2010 to:

- **Eliminate** discrimination, harassment and victimisation
- **Promote** equality of opportunity to all
- **Foster** good relations between the whole school community

In fulfilling our legal duties, we will ensure irrespective of a persons protected characteristic that we will:

- Ensure that all learners and potential learners are treated with equal value
- Provide access to education or employment at our school are pupils and staff are treated with dignity and respect
- Foster positive attitudes and relationships, and a shared sense of cohesion and belonging
- Be an inclusive and equal opportunities employer with regard to recruitment, retention and CPD opportunities
- Ensure that we welcoming and supportive of the local community

This policy has been drawn up as a result of discussion between different stakeholders.

3.1 Monitoring and review

The responsibility for co-ordinating the monitoring and evaluation of this policy, is the headteacher, the governing body with the support and guidance from the lead officer for equality and diversity, they are responsible for:

- Providing updates on equalities legislation and the schools responsibilities in this regard;
- Working closely with the nominated governor responsible for equality and diversity
- Supporting positively the evaluation of activities that monitor the impact and success of the policy on all groups, including Special Educational Needs (SEN), Children in Care, Minority Ethnic including traveller and English as an Additional Language (EAL) students and Free School Meals, in the following recommended areas:
 - Pupils' progress and attainment
 - Teaching and learning
 - Behaviour discipline and exclusions
 - Attendance
 - Admissions
 - All forms of bullying including incidents of prejudice related bullying
 - Parental involvement
 - Participation in extra-curricular and extended school activities
 - Staff recruitment and retention
 - Visits and visitors

3.2 Equality Act 2010 update:

School Uniform Policy: There are recognised benefits in having a school uniform, as a uniform can: instil pride; support positive behaviour and discipline; contribute towards the ethos of a school; help to ensure pupils of all races and backgrounds feel welcome; protect children from social pressures to dress in a particular way; nurture cohesion; and promote good relations between different group of pupils.

The law: Under the provisions of the Equality Act 2010, schools must not discriminate on grounds of age, sex, gender reassignment, race, disability, pregnancy and maternity, religion or belief or sexual orientation. The leading cases challenging uniform policies have tended to focus on racial or religious matters.

Unlawful discrimination can be direct, where the school treats a pupil differently from other pupils on the prohibited grounds, or indirect, where all pupils are treated equally but the effect of that treatment is different on, for example, different racial or religious groups.

What does this mean for Bembridge CE Primary School?

In light of the case law in this area and the obligations under the Equality Act 2010, we should consider the following points:

- whether an exception to the school uniform policy applies in specific cases, such as to accommodate a pupil's disability or injury;
- to take care to ensure that the uniform policy does not discourage parents from certain social groups from applying for a place at the school for their child. For example, to avoid disadvantage to any racial groups. Our Uniform Policy will take into account specific differences in dress, hairstyle and even the significance of certain items of jewellery for pupils from different racial backgrounds;
- in some circumstances it may be appropriate to allow an exception to the policy to be made for a particular pupil. If an exception cannot be made, and would put a pupil at a disadvantage, consider whether the reasons for not making an exception are a proportionate means of achieving a legitimate aim. In other words, what will be the impact on the established aims of the school's uniform policy by allowing an exception; and
- schools are more likely to be able to show that their policies are fair and non-discriminatory when they have been widely consulted on, for example, with staff, pupils, parents and governors.

It remains the case that Bembridge CE Primary School is free to adopt a uniform policy and can require their pupils to adhere to them. However, case law indicates that we must consider making exceptions or changing their uniform policies where appropriate, not only for those of certain religious beliefs, but also for pupils who contend that a cultural or family practice means that they cannot conform and where other special circumstances apply which could be linked to one of the prohibited grounds.

Reasonable Adjustment: As a school, we are required to take reasonable steps to provide an auxiliary aid, where a disabled person would, but for the provision of that auxiliary aid be put at a substantial disadvantage compared with a non-disabled person. This is the responsibility of the school and the governing body of maintained school.

Race: As a result of Government, review of the Equality Act 2010 and further consultation caste is included within this protected characteristic. At Bembridge CE Primary School we will ensure that we make every effort to ensure that we promote inclusion at all levels of teaching and learning and employment. We will continue to eliminate discrimination, harassment and victimisation, promote equality of opportunity and foster good relations within the school and wider community. When we

develop or review policies, procedures we will take this into account to ensure that we meet our legal duties under the Act.

4 Policy commitments

4.1 Promoting equality: Curriculum

We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement. To achieve this we will ensure:

- Curriculum planning reflects a commitment to equality;
- The curriculum prepares pupils for life in a diverse society and uses opportunities to reflect the background and experience of pupils and families in the school, including the promotion of British Values – democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs;
- There will be opportunities in the curriculum to explore concepts and issues related to identity and equality;
- The promotion of attitudes and values that challenge discriminatory behaviour and language;
- The use of non-stereotyped materials which reflect accurately a range of cultures, identities and lifestyles

4.2 Promoting equality: Achievement

There is a consistently high expectation of all pupils.

To secure the best possible outcomes we recognise that:

- Adults in the school will be expected to provide good, positive role models in their approach to all issues relating to equality of opportunity;
- It is important to identify the particular needs of individuals and groups within the school and to use targeted interventions to narrow gaps in achievement;
- It is important to place a high priority on the provisions for special educational needs and disability;
- A range of teaching methods to be used throughout the school to ensure that effective learning takes place at all stages for all pupils and that to promote pupil engagement, pupils are encouraged to be actively involved in their own learning.

4.3 Promoting equality: Ethos and culture

- We are aware that those involved in leadership of the school community are instrumental in demonstrating mutual respect between all members of the school community;
- There should be a feeling of openness and tolerance which welcomes everyone to the school;
- Pupils are encouraged to greet visitors to the school with respect;
- The displays around the school are of a high quality and reflect diversity across all aspects of equality
- Reasonable adjustments will be made to ensure access for pupils and visitors (including parents) with disabilities;

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- Provision is made to provide for the cultural, social, moral and spiritual needs of all pupils through the planning of assemblies, classroom based and off site activities;
 - Pupils are given an effective voice, for example through the School Council and through pupil perception surveys which regularly seek their views;
 - Positive role models are used throughout the school to ensure that different groups of pupils can see themselves reflected in the school community.

4.4 Promoting equality: Staff recruitment and professional development

- All posts are advertised formally and open to the widest pool of applicants;
- All those involved in recruitment and selection are trained and aware of what they should do to avoid discrimination and linked to safeguarding practices to ensure good equality practice through the recruitment and selection process;
- Access to opportunities for professional development is monitored on equality grounds;
- All supply staff and contractors are made aware of equalities policy and practice;
- Employment policy and procedures are reviewed regularly to check conformity with legislation and impact.

4.5 Promoting equality: Countering and challenging harassment and bullying

- The school counters and challenges all types of discriminatory behaviour and this is made clear to staff, pupils, parents and governors;
- The school has a clear, agreed procedure for dealing with prejudice related bullying incidents and has a nominated member of staff responsible for recording, reporting and monitoring incidents;
- The school reports to Governors and the local authority on an annual basis the number of diversity related incidents recorded in the school.

4.6 Promoting equality: Partnerships with parents/carers and the wider community

Each school aims to work in partnership with parents/carers. We:

- Take action to ensure parents/carers from all backgrounds are encouraged to participate in all aspects of school life;
- Ensure that there are good channels of communication to ensure parents views are captured and acted upon;
- Encourage members of the local community to join in school activities and celebrations;
- Ensure that parents/carers of newly arrived pupils e.g. EAL, traveller or pupils with disabilities are made to feel welcome.

5 Responsibility for the policy

In our schools, all members of the school community have a responsibility for the promotion of equalities.

5.1 The Governing Body has a responsibility for ensuring that:

- The school complies with all equalities legislation relevant to the school community;
- The equalities policy is maintained and updated regularly; and that equality objectives are easily identifiable and achievable;
- The actions, procedures and strategies related to the policy are implemented;
- The named Equalities Governor will have an overview, on behalf of the governing body, on any diversity related incidents which are a breach of this policy and ensure that appropriate action is taken

5.2 The headteacher and senior leadership has a responsibility for:

- In partnership with the Governing Body, providing leadership and vision in respect of equality;
- Overseeing the implementation of the equality policy and any supporting action plans;
- Co-ordinating activities related to equality and evaluating impact;
- Ensuring that all who enter the school are aware of, and comply with, the equalities legislation;
- Ensuring that all staff are aware of their responsibilities and receive training and support;
- Taking appropriate action in response to all forms of diversity incidents and discrimination

5.3 All school staff have responsibility for:

- The implementation of the schools equalities policy and any supporting action plans;
- Dealing with reported incidents of discrimination and knowing how to identify and challenge bias and stereotyping;
- Ensuring they do not discriminate on grounds of ethnicity and culture, disability, sexual orientation or other equality protected characteristic under the Equality Act 2010, age, disability, gender reassignment, marriage or civil partnership, pregnancy or maternity, race, religion/belief, sex or sexual orientation
- Keeping up to date with equalities legislation by attending training events organised by the school, local authority, or recognised training provider.

5.4 Measuring the impact of the policy

The equalities policy and all other relevant policies listed in 3.1 of this policy will be evaluated and monitored for their equality impact on pupils, staff, parents and carers from different groups. As part of this policy action plan (please see section 6) a timeline will be published to enable equality analysis (equality impact assessment) to be undertaken at the appropriate time. The main findings from the equality impact assessments will be published for the school community and used to make any necessary improvements and/or changes to draft policies/procedures/action plans etc.

