Believing and Achieving Together

Single Equalities and Diversity Policy

Sign:

Date: October 2020

Review: February 2023

Contents

1. Rationale

Legislation requires schools both to avoid discrimination and to promote equality for pupils, staff and others using school facilities.

Discrimination may occur either directly or indirectly on the grounds of:

> Race
> Gender
> Disability
> Religion/belief
> Sexual orientation
> Age

Direct discrimination is always unlawful: it is when a person is treated less favourably than others in the same circumstances because of a specified characteristic such as their race, sex or sexual orientation.

Indirect discrimination occurs when a condition or requirement is applied equally as between people of different groups (for example males and females, or people of different races), but has a different impact on the different groups and so disadvantages some people.

> (Source: Teachernet guidance 'Legislation on Equality and Diversity' available at http://www.teachernet.gov.uk/docbank/index.cfm?id=11059)

2. Aim

The Single Equalities and Diversity policy ensures that Seaton Delaval First School complies with equalities legislation (Appendix 1) and satisfies the Ofsted criteria for making judgements relating to equalities, diversity and inclusive practice.

The aim of this policy is to provide an overall framework for the school's action to:

- Promote equality and eliminate unlawful discrimination for pupils, staff and others using school facilities
- Make it clear that equality and diversity are embedded in all of the school's policies and practices
- Promote community cohesion by creating opportunities for pupils to interact with those from different backgrounds to themselves to enrich their understanding of community and diversity

The primary aim of this policy is to avoid discrimination and to promote equality for pupils, staff and others using school facilities, so that diversity will be recognised as a positive benefit to the community and not as a problem.

The aim will be achieved through including equality themes within the following areas:
- Pupils' personal development and pastoral care
- Teaching and learning methods
- The curriculum itself
- Assembly themes

3. Commitment to Equalities and Diversity

At Seaton Delaval First School we are committed to
- actively tackling discrimination, and promoting equal opportunities;
- encouraging, supporting, and helping all pupils and staff to reach their potential;
- working with parents and guardians, and with the wider community, to tackle all forms of discrimination, and to follow and promote good practice;
- making sure that equality and diversity is truly embedded in all aspects of school life.

The school will ensure that this policy and accompanying documentation are accessible by publishing them electronically in appropriate formats and making them available on request in large print, Braille, on tape and in community languages other than English.

The school will ensure that procedures are in place to consider complaints or concerns. Procedures at Local Authority and school level are in place for dealing with allegations of harassment or discrimination and for recording and reporting racist incidents.
The Equality and Human Rights Commission (EHRC) is the enforcement body for equalities legislation and may serve the school with a Compliance Notice it fails in its specific duties under the Acts. If the school fails to comply within three months of the Compliance Notice the EHRC can ask the courts to order the school to comply.

4. Implementation
The aims will be achieved strategically by aligning an Equalities and Diversity action plan with school priorities identified in the School Development Plan. Equalities targets and actions are therefore embedded in existing school policies and practice, including procedures for regular monitoring and review.

Responsibilities

A. Governing body

The governors are responsible for:
- making sure the school complies with the legislation for all members of the school community and
- making sure the Equality and Diversity Policy and its procedures are followed.

B. Head teacher

The head teacher is responsible for:
- making available the Equality and Diversity Policy so that the governors, staff, pupils, and their parents and guardians know about it;
- making sure the Equality and Diversity Policy is followed; producing regular information for staff and governors about the policy and how it is working, and providing training for them on it, if necessary;
- making sure all staff know their responsibilities and receive training and support in carrying these out; and
- taking appropriate action in cases of harassment and discrimination.

C. All staff

All staff are responsible for:
- promoting equal opportunities and avoiding discrimination against anyone for reasons of age (in relation to employment), disability, race, religion or belief, sex, sexual orientation, or transsexual status;
- dealing with incidents, and being able to recognise and tackle bias and stereotyping;
- keeping up to date with the law on discrimination, and taking up training and learning opportunities.

D. Parents/guardians

Parents and guardians are responsible for:
- supporting the school in implementing this policy
- making the school aware of any difficulties they might experience in this area

The policy will be effective from: September 2020
Date for formal policy review: February 2023
5. Links to existing school policies and practice

The actions in this policy are based on:

- Our identified priorities
- Pre-existing relevant policies
- Data available to us
- Consultation and involvement of all stakeholders
- The specific context of this school

The latest Ofsted report (2017) described the school as 'an average sized first school serving an area of social and economic disadvantage in the Blyth Valley district of Northumberland. The proportion of pupils entitled to free school meals is above average. The very large majority of pupils are from White British families. A very small proportion of pupils are from minority ethnic groups; none speak English as an additional language. The percentage of pupils who have learning difficulties and/or disabilities is

below average. The number of pupils who have a statement of special educational need is high. A very small number are looked after by the local authority'.

The above includes:

1. School Development Plan
2. School Profile
3. School self evaluation
4. Extended services
5. Pupil voice activities
6. Accessibility plan (Appendix 3)
7. Admissions policy
8. Curriculum statement
9. Care and Control policy
10. LDD policy
11. Anti-bullying guidance
12. Performance Management Policy (statutory)
13. Pay policy

6. School priorities

Current school priorities are organised into the following sections:
- The improved use of assessment to ensure staff and children know what to do to move their learning on and raise standards.
- Improve attendance for all with a focus on the minority of pupils with less than 96% attendance.
- Raising standards in Communication, Language & Literacy Development.
- Raising standards in Literacy and extend learning for more able.
- To raise standards in Mathematics through a more practical approach to teaching & learning and extend learning for more able pupils'.
- Improve the leadership and management skills of subject leaders and the pace at which they secure school improvement.
- Targeting children in Year 3 & 4 who are at risk of not achieving ARE/ secure in Year 4 and exceeding in KS2 tests through Wave 2 and 3 intervention.

7. Policy statements

Community cohesion
- Awareness and knowledge of the attributes of others will lead to a shared understanding and valuing of diversity in the 21st century

Race
- The learning opportunities planned for the children must be designed to promote the appreciation of ethnic diversity as a positive aspect of 21st century life

Gender
- Traditional Western gender stereotyping must be actively discouraged to ensure that all pupils feel free to make independent choices and decisions

Disability
- We must work towards a situation where all members of the school community with disabilities, special needs and learning difficulties will have complete access to all the facilities, resources and opportunities provided by the school

Age, religion/belief, sexual orientation
- Children will be encouraged to be considerate about the feelings of others in everything they say and do

8. Action plan
The improved use of assessment to ensure staff and children know what to do to move their learning on and raise standards.
- APP used to inform planning
- Quality marking to be used with VF and Fix its
- Pupil self assessment consistently introduced

Improve attendance for all with a focus on the minority of pupils with less than 96% attendance.
- Early intervention for pupils leading to increased attendance
- Parents aware that every day counts, attendance improves for targeted families, raised standards

Raising standards in Communication, Language & Literacy Development.
- Teachers plan CL into all areas
- Identify children on entry to reception with low CL scores
- Raise the achievement, attainment and standard of CL by planning more opportunities for pupils to read and write, supported and independently, across the curriculum
- Ensure most EYFS pupils' achieve ELG's (ARE), intervening when pupils are at risk of under attainment

Raising standards in Literacy and extend learning for more able.
- Introduce individual pupil targets for reading and writing
- APP records used to inform planning for Reading and Writing
- Introduce quality marking & response time (2 stars & 1 wish)
- Develop writing self assessment – VCOP/ SPaG highlighters
- Further improve pupils reading comprehension skills

To raise standards in Mathematics through a more practical approach to teaching & learning and extend learning for more able pupils'.
- HT and subject leader to review planning & pupils' work
- Introduce individual pupil targets
- Embed new weekly planning format
- Analyse tracking data every ½ term

Improve the leadership and management skills of subject leaders and the pace at which they secure school improvement.
- Monitor & evaluate planning, coverage and pupils' work
- Have a clear understanding about the role and responsibilities of a subject leader

- Ambition and raised aspirations for their subject/ area

9. Monitoring and evaluating

The school has a procedure in place for recording, reporting and responding to racist incidents. The school also complies with Local Authority procedures so that information can be analysed. This procedure is outlined fully in the separate document Recording, Reporting and Responding to Racist Incidents: Information for Schools (on www.culturaldiversity.org.uk).

The policy will be monitored and evaluated as part of the school's self evaluation process and will be formally reviewed every three years. Updating of the policy will take account of changes in the law, government policy, Local Authority and school priorities.

The school is required to monitor staff by ethnicity, including:

- staff in post
- applicants for employment, training and promotion

Parents and carers may feedback to the Headteacher at any time.

11. Self-evaluation checklist

- Is information collected with regard to both pupils and staff? Is this information used to improve the provision of services?
- Is pupil achievement monitored by sub group? Are there trends or patterns in the data that might require additional action?
- Are all pupils encouraged to participate fully in all aspects of school life? How is this shown through representation in school events such as class assemblies and the school council?
- Are all pupil given the same opportunities to participate in physical activity both in and out of school hours?
- Is bullying monitored and is this information used to make a positive difference?
- Are stereotypes actively challenged in both the classroom and the playground?
- Are pupil encouraged to consider career paths/occupations that are not gender stereotyped?
- Is the school environment as accessible and welcoming as possible to all visitors? Are open evenings and other events open to parents held in an accessible part of the school?
- Are all parents encouraged to participate in their child's education ie attending parents' evenings, attending school events?
- Is the Governing body representative of the pupils, staff, and local community that it serves?
- Are key employment issues considered – these are typically: recruitment, managing flexible working, managing parental and carer leave, managing pregnancy and return from maternity leave, sexual and/or sexist harassment, transsexual staff, grievance and disciplinary procedures, equal pay, work based training opportunities
- Is an equal pay policy in place?

Appendix 1:   Requirements by law

COMMUNITY COHESION

From September 2007 schools have a duty to contribute to working towards a society in which there is a common vision and sense of belonging by all communities; a society in which the diversity of people's backgrounds and circumstances is appreciated and valued; a society in which similar life opportunities are available to all; and a society in which strong and positive relationships exist and continue to be developed in the work place, in schools and in the wider community.

Schools are to make this contribution by creating opportunities, through the curriculum and otherwise, for pupils to interact with those from different backgrounds to themselves to enrich their understanding of community and diversity.

A school's community is defined in 4 dimensions: the school community, the community within which the school is located, the UK community, the global community.

Through the Education and Inspections Act 2006 the duty will become part of the Ofsted inspection framework from September 2008. There are links between this duty and the duty to promote equality, although each has a distinctive focus.

A school's contribution to community cohesion should be organised under three main headings:

Teaching, learning and curriculum
- helping children and young people to learn to understand others
- to value diversity whilst also promoting shared values
- to promote awareness of human rights and to apply and defend them
- to develop the skills of participation and responsible action

Examples: PSHE, citizenship, RE, assemblies, fieldwork, support for EAL pupils

Equity and excellence
- to ensure equal opportunities for all to succeed at the highest level possible
- striving to remove barriers to access and participation in learning and wider activities
- working to eliminate variations in outcomes for different groups

Examples: behaviour and discipline policies, admissions policies, analysing performance data

Engagement and extended services
- to provide reasonable means for children, young people, their friends and families to interact with people from different backgrounds
- build positive relations
- receive services which build positive interaction and achievement for all groups

Examples: links with different schools and communities, provision of extended services,

intercultural activities, mentoring schemes, schools trips, multi-agency services

Recommended further guidance: Guidance on the duty to promote community cohesion, DCSF P-DCSF-1192-2007

EQUALITIES LEGISLATION

To comply with equalities law, schools have the following General Duties:

RACE
Race Relatioins (Amendment) Act:
Race Equality Duty
The race equality duty is to:

1. Eliminate unlawful racial discrimination

2. Promote equality of opportunity

3. Promote good relations between people of different racial groups

DISABILITY
Disability Discrimination Acts 1995, 2005:
Disability Equality Duty
The disability equality duty is to:

1. Promote equality of opportunity between disabled people and others
2. Eliminate unlawful disability discrimination

3. Eliminate disability-related harassment

4. Promote positive attitudes towards disabled people
5. Encourage participation by disabled people in public life
6. Take steps to take account of peoples' disabilities, even if this requires more favourable treatment

GENDER
Equality Act 2006:
Gender Equality Duty
The gender equality duty is to:

1. Eliminate unlawful discrimination and harassment
2. Promote equality of opportunity between men and women, including boys and girls

To help meet the general duties there are specific duties to:

4. Have a written RACE EQUALITY POLICY by 2002
5. Monitor and assess the impact of policy, particularly on pupils' attainment/achievement, and take reasonable steps to publish annually the results of this assessment
6. Record, report and respond to racist incidents

7. Prepare and publish a DISABLITY EQUALITY SCHEME by Dec 2006/Dec 2007
8. Involve disabled people in the development of the scheme

9. Set out in the scheme:
   a) How disabled people have been involved in its preparation
   b) Their arrangements for gathering information on the effect of the school's policies on disabled people
   c) The recruitment, development and retention of disabled employees
   d) The educational opportunities available to and the achievements of disabled pupils
   e) The school's methods for assessing the impact of its current or proposed policies and practices on disability equality
   f) The steps the school is going to take to meet the general duty (action plan)
   g) The arrangements for using information to support the review of the action plan and to inform subsequent schemes
10. Implement the scheme within 3 years
11. Report on the scheme annually
12. Revise and review the scheme every 3 years

3. Publish a GENDER EQUALITY SCHEME by April 2007
4. Include if relevant an objective to address the cause of any gender pay gap

5. As part of the scheme:
   a) Consult stakeholders
   b) Gather and use information on how the school's policy and practices affect gender equality in the workforce
   c) Assess the impact of current and proposed policies and practices on gender equality
   d) Implement the scheme within 3 years
   e) Report on progress annually
   f) Revise and review the plan every 3 years

This new legislation makes it unlawful to discriminate against people, other than in the most exceptional cases, on the grounds of sexual orientation, religion/belief or age. Victimisation of a person is also unlawful.

Discrimination is unlawful in relation to education, employment and training, the provision of goods, facilities and services to members of the public. Governing bodies need to ensure that policies and practices in their school take full account of these legal requirements to eliminate unlawful discrimination, harassment or victimisation on the grounds of sexual orientation, religion/belief and age.

Recommended further guidance: www.teachernet.gov.uk/equalities

SEXUAL ORIENTATION

Employment Equality (Sexual Orientation) Regulations 2003

RELIGION/BELIEF

Employment Equality (Religion or Belief) Regulations 2003

AGE

Employment Equality (Age) Regulations 2006

OFSTED inspectors will ensure that schools are compliant with legislation as well as evaluating the impact of their actions. It is acceptable to produce a Single Equality Plan covering all of the requirements set out above. There is no requirement to repeat any of the content of this equality plan in the broader school plan, though it may be helpful to cross-refer to make clear how equality is embedded in all of the school's policies and practices.

Evaluations of the school's work in promoting equality and combating discrimination relate directly to the judgement on *how well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can* and also relate to other inspection judgements.

Evidence will be drawn from:

- Discussion with senior staff about attainment data and the relative performance of different groups of learners, including specific evidence that the school is monitoring this data and discussing its strategies to tackle any underachievement with the governing body and stakeholders
- Discussion with senior staff about how the school is promoting its relationships with parents and learners in 'hard to reach' communities
- Discussion with pupils about the effectiveness of the school's strategy to promote equality including its initiatives to combat bullying
- Analysis of the rate of exclusions for pupils from different groups
- Direct observation of learners in lessons and around the school to evaluate the impact of the school's strategies on pupils' outcomes, such as their language and literacy skills, social and cultural development and the ability of learners from different backgrouns to work together.

Source: Inspection Matters Issue 15, Ofsted

Appendix 2:   Legislative context

1970	Equal Pay Act
1975	Sex Discrimination Act
1976	Race Relations Act
1986	Sex Discrimination (Amendment) Act
1988	Education Reform Act
1989	Children Act
1995	Disability Discrimination Act
1996	Education (Consolidation) Act
1998	The Human Rights Act
1999	Macpherson Report Action Plan
1999	Voluntary Code of Practice to Combat Age Discrimination
1999	Sex Discrimination (Gender Reassignment) Regulations
2000	Race Relations (Amendment) Act
2000	National Curriculum (revised), inclusion statement
2001	Special Educational Needs and Disability Act
2001	Special Needs Code of Practice
2002	Statutory Code of Practice on Duty to Promote Race Equality
2003	Employment Equality (Religion or Belief) Regulations
2003	Employment Equality (Sexual Orientation) Regulations
2004	Children Act: Every Child Matters
2004	Gender Recognition Act
2004	Civil Partnership Act
2005	Disability Discrimination Act
2006	Statutory Code of Practice on the Duty to Promote Disability Equality
2006	Gender Equality Duty Statutory Code of Practice
2006	Education and Inspections Act (Community Cohesion Duty)
2006	Equality Act
2006	Work and Families Act
2006	Employment Equality (Age) Regulations
2007	Gender Equality Duty
2007	The Children's Plan: building brighter futures

Appendix 3: Accessibility Plan

Accessibility Policy/Plan in policy file.

Appendix 4: Further information

- *Legislation on Equality and Diversity, DCSF May 2007 (from www.teachernet.gov.uk)*
- *Schools' Race Equality Policies, from issues to outcomes DFES-1124-2004*
- *Guidance on the duty to promote community cohesion P-DCSF-1192-2007*
- *The duty to promote race equality, A Guide for Schools www.cre.gov.uk*
- *QCA Respect for all audit tool 2006, www.qca.org.uk/inclusion/*
- *Ofsted Race Equality in Education, HMI 589 Nov 2005*
- *The Gender Equality Duty and Schools EOC March 2007*

- *Northumberland County Council's Equality and Diversity policies, www.northumberland.gov.uk*
- *Equality and Human Rights Commission (EHRC, formerly CRE) www.equalityhumanrights.com*
- *Information about the Disability Equality Duty from www.dotheduty.org*
- *Examples of good practice in schools from www.standards.dscf.gov.uk*

Appendix 5:   Glossary

Equality is
- about creating a fairer society where everyone can participate and have the opportunity to fulfil their potential – creating a level playing field
- about removing or reducing all forms of unfair discrimination and has been underpinned by legislation
- about breaking down barriers for people in particular groups such as black and minority ethnic communities, disabled people, gay men/ lesbians/bisexuals/ transgender people, younger and older people, people from different religious & faith backgrounds, and men and women.

NCC Equality and Diversity Policy 2005

Diversity is
- about including everyone
- valuing differences
- harnessing differences in individuals to the benefit of both the organisation and the individual, by allowing people with different perspectives and views to use their unique blend of skills and character to improve the quality and performance of the organisation
- having a better understanding of the diverse needs of our community

NCC Equality and Diversity Policy 2005

Duty
A mandatory and legal obligation to do something

Promote
Contribute to the progress and growth of….
Make publicity for…..

Equality and Human Rights Commission (EHRC)
Bringing together the Equal Opportunities Commission, Disability Rights Commission and Commission for Race Equality, also serving as a national body for age, religion and belief and sexual discrimination as well as human rights.

Direct discrimination
When a person is *intentionally* treated less favourably than others in comparable circumstances because of a special characteristic such as sex, race or disability.
Direct discrimination is unlawful.

Indirect discrimination
When a provision or practice is applied equally to all but *unintentionally* has a different impact on people so that a person or group are at a disadvantage as a result.
Indirect discrimination is unlawful.

Victimisation

When a person is treated less favourably because they have taken action in respect of discrimination eg making a complaint.
Victimisation is unlawful.

Harassment
When a person's dignity is violated or behaviour creates an intimidating, hostile, degrading, humiliating or offensive environment for them, on the grounds of a relevant equalities characteristic eg sex, race.
Harassment is unlawful.

Disabled person
Someone who has a physical or mental impairment which has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities
(DDA 2005)

Gender
Two aspects: gender identity is a person's internal perception and experience of their gender; gender role is the way that the person lives in society and interacts with others based on their gender identity