

# EQUALITIES POLICY

## Kinderley Community Primary School



***Kinderley school is a place of learning, where we believe ‘the sky is not the limit, it’s just the beginning’. Everyone is valued and positively encouraged to achieve their full potential in a safe and caring environment.***

Signed:

Mrs S. Rudge (Chair)

Mrs C Scullion (Headteacher)

Date: 9th February 2023

Review date: Spring 2025

## **1. Equality Information and Objectives**

The Public Sector Equality Duty (PSED) in the Equality Act 2010 requires us to publish information to demonstrate how we are complying with the duty, and to prepare and publish equality objectives. This work enables us to achieve a framework for action which covers all equality strands, and ensures that we meet our responsibilities in the public sector duties in an inclusive way.

We will continue to meet our statutory duties by reporting and reviewing annually on our progress. This will be reviewed by our Governing Body and will cover activities undertaken in relation to our equality duties as well as those in promoting community cohesion.

## **2. Aims**

We believe that this will:

- support us in our decision-making and policy development;
- give us a clearer understanding of the needs of staff, children and their families;
- enable us to provide better quality services which meet varied needs;
- help us target our resources more effectively;
- help promote increased confidence in our school;
- make more effective use of our staff.

Our scheme includes our whole school – children, staff, governors, parents and carers. We acknowledge that it is very important for us all to work together in achieving our aim of being fully inclusive and accessible and ultimately in providing a quality learning experience for our children and young people.

## **3. What is the Equality Act 2010?**

The Equality Act replaced nine different acts and over 100 sets of regulations which had been introduced over several decades. It provides us with a single consolidated source of discriminatory law.

The Act requires us to have due regard to the need to:

- eliminate discrimination and other conduct that is prohibited by the Act,
- advance an equality of opportunity between people who share a protected characteristic and those who do not, and
- foster good relations between people across all protected characteristics.

It integrates our statutory duties in relation to the protected characteristics of:

- gender
- race
- disability
- religion or belief
- sexual orientation
- gender reassignment
- pregnancy and maternity
- marriage and civil partnership
- age (Age is a protected characteristic in relation to employment. This does not apply to children.)

These duties apply to associated persons. For example, it is unlawful to discriminate by refusing to

admit a child because his parents are gay men, and it would be discriminatory to treat a child less favourably because their parents are travellers.

It is also unlawful to discriminate because of a characteristic you think a person has, even if you are mistaken.

Disability discrimination is different from the rest of the act in a number of ways. In particular, it works in only one direction - that is to say, it protects disabled people but not those that are not disabled. This means that schools are allowed, and in some cases required to treat disabled persons more favourably than non-disabled children by making reasonable adjustments.

As a school we have a responsibility not to discriminate against, harass or victimise a child, or potential child in relation to:

- admissions
- the provision of education
- access to any benefit, facility or service, and
- exclusions or any other detriment.

#### **4. Special issues for some protected characteristics**

##### ***Gender***

We shall make sure that children of one gender are not singled out for different and less favourable treatment from that given to other children. We will constantly check that there are no practices which could result in unfair, less favourable treatment of boys or girls. The Act does contain an exception which permits single sex sports but where this applies an opportunity to participate in comparable sporting activities will be offered to the opposite gender.

##### ***Race***

The term race includes colour, nationality, and ethnic or national origins. Segregation of children by race is always direct discrimination. We know that claims that segregated treatment is 'separate but equal' cannot be sustained where race is concerned.

Schools are required to have in place a procedure for dealing with racist incidents.

##### ***Disability***

Disability is defined as a physical or mental impairment which has an effect on a person's ability to carry out normal day to day activities. The effect must be

- Substantial (defined as not minor or trivial)
- Adverse
- Long-term (meaning at least a year)

Some examples of impairments that meet the definition are ADHD, autism, diabetes, cancer, cerebral palsy, HIV, multiple sclerosis, hearing impairment, facial disfigurements and mental health issues. The act also covers people who have been disabled in the past.

Discrimination against disabled people can take a number of forms and we shall ensure that we do not discriminate directly or indirectly. We shall not discriminate against a disabled person because of something that is a consequence of their disability, nor shall we harass a disabled person.

We must ensure that disabled children do not receive less favourable treatment and to do this the school has a duty to make reasonable adjustments. We recognise that there is no justification not to make a reasonable adjustment.

From September 2012 we have a duty to provide auxiliary aids and services as reasonable adjustments to disabled children where these are not being supplied through the SEN framework.

### ***Accessibility***

We are committed to providing a fully accessible environment to all children, staff, parents and visitors. There is a specific requirement which means we must plan strategically over time to:

1. Improve access to the **physical environment** of the school
2. Increase access to the **curriculum**, including after school and out of school activities
3. Improve access to **written information** for disabled children, staff, parents and visitors (See Accessibility Plan)

### ***Religion or Belief***

This definition is wide enough to cover fringe or cult religions as well as a range of philosophical beliefs (such as humanism) but is not intended to include political beliefs.

A lack of religion or belief is also a protected characteristic.

The school's curriculum content is exempt. We shall, therefore, continue to deliver a broad, inclusive curriculum to which all children are entitled without fear of challenges based on religious views.

### ***Gender Reassignment***

Protection from discrimination because of gender reassignment is new for children in the Equality Act, although employees have had protection previously. We recognise that it is relatively rare for children – particularly very young children – to want to undergo gender reassignment but when a child does so a number of issues will arise which will need to be sensitively handled. There is evidence that the number of cases is increasing and we would aim to address any issues early on and in a proactive way.

### ***Sexual Orientation***

We make sure that the children of gay, lesbian or bi-sexual parents are not singled out for different and less favourable treatment. We will constantly monitor that there are no policies or practices within Kinderley Community Primary School that could discriminate against such children. There is protection for gay, lesbian and bi-sexual staff members and Governors also.

### ***Pregnancy and Maternity***

It is unlawful to treat people less favourably because they become pregnant or have recently had a baby.

### ***Community Cohesion***

We also have a responsibility to promote community cohesion, developing good relations across different cultures, ethnic, religious and non-religious and socioeconomic groups.

## **5. Our School's Vision**

Our school is a place of learning, where everyone is valued and positively encouraged to achieve their full potential in a safe and caring environment.

**The sky is not the limit ~ it is only the beginning**

## **6. Curriculum, Teaching and Assessment**

The diversity of our society is addressed through our schemes of work that reflect the programmes of study of the National Curriculum. Teachers are flexible in their planning and offer appropriate challenges to all children.

We aim to provide all our children with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, teaching and learning will:

- ensure equality of access for all children and prepare them for life in a society of diverse cultures;
- use materials that reflect a range of cultural backgrounds, learning styles and linguistic

needs, without stereotyping;

- promote attitudes and value that will challenge discrimination;
- provide opportunities for children to appreciate their own culture, while at the same time celebrating the diversity of other cultures;
- seek to involve all parents in supporting their child's education;
- provide educational visits and extra-curricular activities that reflect all child groupings;
- take account of the performance of all children when planning for future learning and setting targets;
- make best use of all available resources to support the learning of all groups of children.

## **7. Collecting and analysing equality information for children.**

We continue to develop our understanding of the major equality issues in our school's functions and services. In order to do this we have collected and analysed the following equality information for our children:

### **At Kinderley Primary School: (4-11 year olds, Reception - Year 6)**

- 58% are male
- 9% pupils are from a minority ethnic group
- 4% have a first language not believed to be English
- 4% pupils have an Education, Health and Care Plan - EHCP
- 19% pupils have SEND
- 43% Pupil Premium
- 47% Free School Meals

The attainment, attendance, exclusions and participation data of the groups mentioned above is held by the school.

We have been mindful of the laws relating to confidentiality when devising this policy. Although there is a statutory duty to share information, we recognise that care must be taken to ensure that any information published cannot be used to identify individuals. In respect of the Freedom of Information Act 2000 and the Data Protection Act 2018, any analysis of sensitive information is undertaken by a senior member of the school staff.

## **8. Collecting and analysing equality information for employment and governance.**

Our school aims to recruit an appropriately qualified workforce and governing body. We aim to be an inclusive employer that positively values the contributions of all employees in order to provide a service that respects and responds to the needs of our local population and recognises the greater diversity of the country as a whole.

We are aware of the following equality information for our staff:

- Numbers or percentages of staff by gender
- Numbers or percentages of staff by race
- Numbers or percentages of staff by religion or belief (if declared)
- Numbers or percentages of staff pregnant or having given birth recently
- Information given to management about sexual orientation and gender reassignment
- Ages of staff

*Because our school has less than 150 employees we analyse but do not publish this information.*

We also hold the following profile information for our staff and governors:

- Applicants for employment (via local authority recruitment forms)
- Attendance (including staff training events)

- Disciplinary and grievance cases - if any
- Staff appraisals/performance management

*As our school has less than 150 employees there is no requirement to publish equalities information about staff.*

In respect of the Freedom of Information Act 2000 and the Data Protection Act 2018, any analysis of sensitive information is undertaken by a senior member of the school staff. In this case it is the Headteacher and key members of the governing body.

Actions to address the issues identified have been prioritised over the lifespan of our scheme and have been included in our objectives.

#### **9. How are we eliminating discrimination (direct or indirect), harassment or victimisation?**

- Relevant policies are reviewed at least annually as part of our safeguarding framework eg. Anti-Bullying Policy, Behaviour Policy.
- Accessing training in the Equality Act eg. through the SENCO network.
- Minutes of meetings where equalities issues have been discussed eg. Staff meetings, governors' meetings.
- The school monitors equality issues through its review of this scheme and through monitoring curriculum and policy provision. This is set out in our School Improvement & Development Plan, reviewed annually.
- Monitoring, tracking, analysis and Self Evaluation of attainment & progress data for groups.

#### **10. How are we advancing an equality of opportunity?**

- Both genders are encouraged to participate in activities such as after school football club.
- Reasonable adjustments are made for disabled children where needed eg. ramped access, disabled toilets, use of colour in physical environment, tape on chair legs..
- Attainment and tracking data shows where areas of inequality are being addressed eg. through intervention programmes.
- Work to support children with English as an additional language
- Playground provision to eliminate bullying eg. good staff supervision, a "telling" ethos, playtime staff report back to Headteacher on any issues of inequality.
- The PSHE curriculum and assemblies promote and develop an understanding of equality of opportunity for all our children.

#### **11. How are we fostering good relations?**

- Aspects of the curriculum promote tolerance and friendship eg. PSHE, assemblies
- Links with the local community
- Links with the our local cluster of schools and schools beyond Cambridgeshire
- Visitors to the school from different cultural and faith groups eg. leading assemblies, theatre groups, workshops.

#### **12. Consultation and involving people**

We appreciate that legislation states it is important for minority groups to be involved in the formulation and development of equality objectives, and we endeavour to involve as many people as possible in our community.

We involve children, staff, governors, parents and carers, and our wider school community in our equalities work. This helps ensure that the views of all groups, but especially potentially disadvantaged groups, are fully incorporated in the development of these documents.

- Contact with parent/carers
- Discussions with pupils in class and school councils
- Discussions at staff meetings
- Discussions at governing bodies
- Discussions within cluster groups
- Contact with local community groups

### **13. Equality Objectives**

Following the collection and analysis of our equality data and consultation we have identified the following objectives for the period of this policy:

- To monitor the attainment and progress of all minority groups - especially girls in maths
- To monitor attendance of groups to ensure equality of access to education
- To continue to promote understanding between religious and cultural groups
- To ensure staff are fully aware and vigilant with regard to any prejudicial incidents and that they are reported appropriately
- To monitor affordability of trips and residential visits

### **14. Publicising our information and objectives**

Our Equality Information and Objectives will be made accessible, in the home languages of our major ethnic groups, where relevant, to all persons within our local and school community in the following ways:

- School website
- Staff meetings
- Weekly parent newsletter

### **15. Roles and Responsibilities**

In our school we all take responsibility for promoting equality, however;

#### **Governors**

Our governing body will ensure that the school complies with statutory requirements in preparing, publishing, implementing, reporting on and reviewing this work.

#### **Headteacher**

Our Headteacher is responsible for leading the implementation of this work. She will ensure that staff are aware of their responsibilities, are given necessary training and support and will report progress to the governing body.

The Headteacher will work the staff and governors to ensure that;

- staff recruitment, training opportunities and conditions promote equality and
- existing and planned policies are assessed for the ways in which they impact on equality
- appropriate action is taken against staff or children who discriminate.

#### **Staff**

Our staff will 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 staff will prepare and/or help deliver a curriculum, learning and teaching methods, classroom organisation and assessment procedures, behaviour management, school journeys and extended school activities (including work with parents) that take account of the need to eliminate unlawful discrimination and harassment and promote equality.

### **Children**

Our children 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.

### **Visitors**

We will take steps to ensure all visitors to the school, including parents/carers are adhering to our commitment to equality.

## **16. Review**

We will update and review our Equalities information on an annual basis. Our objectives can run for four years but we recognise that we may update and revise them in the light of changing circumstances or information.

## **17. Links to Other Policies**

- Accessibility Plan
- Special Needs Policy
- Teaching and Learning Policy
- Subject Policies