



SINGLE EQUALITY POLICY

EQUALITY AND DIVERSITY STATEMENT

Monitor and Review

Every three years, we will review our objectives in relation to any changes in our school profile. Our objectives are included in this policy and will be reviewed as part of this process.

Date Approved by the Governing Body: **9th January 2017**

Legal Duties

As a school we welcome our duties under the Equality Act 2010. Our general duties are to:

- eliminate discrimination,
- advance equality of opportunity
- foster good relations across all characteristics - between people who share a protected characteristic and people who do not share it.

We understand the principles of the Act and the work needed to ensure that those with 'protected characteristics', or connected to someone with protected characteristics (such as a parent or sibling), are not discriminated against and are given equality of opportunity.

Protected characteristics under the Act are:

- age (for employees only),
- disability
- race (includes ethnic or national origins, colour or nationality)
- gender (including issues of transgender)
- gender reassignment
- maternity and pregnancy
- religion and belief (includes lack of belief)
- sexual identity
- Marriage and Civil Partnership (for employees)
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Similarly, we will not discriminate against, harass or victimise a pupil or potential pupil:

- in relation to admissions
- in the way we provide education
- in the way we allow pupils access to any benefit, facility or service
- by exclusions or punishment
- in any reference we later write for them

In order to meet our general duties, listed above, the law requires us to:

- Publish equality Information - to demonstrate compliance with the general duty across its functions
We will not publish any information that can specifically identify any child
- Prepare and publish equality objectives

To do this we will collect data related to the protected characteristics above and analyse this data to determine our focus for our equality objectives. The data will be assessed across our core provisions as a school. This will include the following functions:

- Admissions
- Attendance
- Attainment
- Exclusions
- Prejudice related incidents

Our objectives will detail how we will ensure equality is applied to the services listed above however where we find evidence that other functions have a significant impact on any particular group we will include work in this area.

The requirements of the Equality Act 2010 do not change the school's function in relation to identifying and addressing Special Educational Needs in line with the Special Educational Needs and Disability (SEND) Code of Practice 2014. However, the Act now gives us a duty requiring us to provide auxiliary aids and services where these have not been otherwise provided. This is likely to include when a child is new to the country (so their needs have not been identified previously) or with a child whose needs have changed as a result of a traumatic event. The aids immediately required by these children will, where reasonable, be provided as a result of applying this policy. In order to do this, we will discuss what aids and services might be required with parents of children, the child's teacher and any relevant professional specialist agencies. The SEN Code of Practise will also be applied to ensure the child's needs are then properly



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assessed and, subsequently, that those needs continue to be met. It will also ensure an effective holistic approach and that all relevant information is collated rigorously.

We also welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.

We recognise that these duties reflect international Human Rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998. We also understand we have many other duties, including our duty of care to our pupils, and our duty to deliver key areas of the curriculum.

In fulfilling our legal obligations we will:

- Recognise and respect diversity
- Foster positive attitudes and relationships, and a shared sense of belonging
- Observe good equalities practice, including staff recruitment, retention and development.
- Aim to reduce and remove existing inequalities and barriers.
- Consult and involve widely.
- Strive to ensure that society will benefit.

We will also ensure that decisions we take in areas related to the Act will be recorded to show that we have actively considered our equality duties and asked ourselves relevant questions.

Our mission statement

Together We Can

Addressing Prejudice Related Incidents

This school is opposed to all forms of prejudice and we recognise that children and young people who experience any form of prejudice related discrimination may fair less well in the education system. We provide both our pupils and staff with an awareness of the impact of prejudice in order to prevent any incidents. If incidents still occur we address them immediately and report them to the Local Authority using their guidance material. The Local Authority may provide some support.



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Responsibility

We believe that promoting Equality is the whole schools responsibility:

| School Community | Responsibility |
|-------------------------|---|
| Governing Body | Involving and engaging the whole school community in identifying and understanding equality barriers and in the setting of objectives to address these. |
| Head teacher /Principal | As above including: Promoting key messages to staff, parents and pupils about equality and what is expected of them and can be expected from the school in carrying out its day to day duties. Ensure that staff have appropriate skills to deliver equality, including pupil awareness. Ensure that all staff are aware of their responsibility to record and report prejudice related incidents. |
| Senior Management Team | To support the Head / Principal as above Ensure fair treatment and access to services and opportunities. Ensure that all staff are aware of their responsibility to record and report prejudice related incidents. |
| Teaching Staff | Help in delivering the right outcomes for pupils. Uphold the commitment made to pupils and parents/carers on how they can be expected to be treated. Design and deliver an inclusive curriculum Ensure that you are aware of your responsibility to record and report prejudice related incidents. |
| Non Teaching Staff | Support the school and the governing body in delivering a fair and equitable service to all stakeholders Uphold the commitment made by the head teacher/principal on how pupils and parents/carers can be expected to be treated Support colleagues within the school community Ensure that you are aware of your responsibility to record and report prejudice related incidents |



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| School Community | Responsibility |
|-------------------------|---|
| Parents | <p>Take an active part in identifying barriers for the school community and in informing the governing body of actions that can be taken to eradicate these</p> <p>Take an active role in supporting and challenging the school to achieve the commitment given to the school community in tackling inequality and achieving equality of opportunity for all.</p> |
| Pupils | <p>Supporting the school to achieve the commitment made to tackling inequality.</p> <p>Uphold the commitment made by the head teacher on how pupils and parents/carers, staff and the wider school community can be expected to be treated.</p> |
| Local Community Members | <p>Take an active part in identifying barriers for the school community and in informing the governing body of actions that can be taken to eradicate these</p> <p>Take an active role in supporting and challenging the school to achieve the commitment made to the school community in tackling inequality and achieving equality of opportunity for all.</p> |

We will ensure that the whole school community is aware of the Single Equality Policy and our published equality information and equality objectives by publishing them on our website.

Complaints

Complaints with regard to this policy will be dealt with via the schools complaints procedure, a copy of which is available from the school office.

Further guidance for parents and carers and school governors on the Equality Act 2010 can be found on Leicester City Council's Website:

<http://www.leicester.gov.uk/equalityguidance/>



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At Sparkenhoe Community Primary School we will ensure that at every level, in all our work and throughout all aspects of the school community and its life, everyone will be treated equally.

OBJECTIVES

1. To ensure that all learners have equal access to a rich, broad, balanced and relevant curriculum that meets their needs and enables them to fulfil their individual potential.
2. To advance equality of opportunity by ensuring that teaching, learning and the curriculum promote equality, celebrate diversity and promote community cohesion by fostering good relations between all groups in the school community.
3. To eliminate any discrimination, harassment and victimisation and to ensure that no-one is unfairly or illegally disadvantaged as a consequence of their age, disability, gender, gender-identity, sexual orientation, colour, race, ethnic or national origin, or religious or non-religious beliefs.
4. To recognise and celebrate the full range of diversity within our community whilst promoting community cohesion.
5. To ensure that all colleagues fulfil their responsibility to apply this policy to all that they do.
6. To ensure that learners and parents/carers are fully involved in the wide range of provision made by the school, and to increase transparency.
7. To ensure that within the school budget, adequate funding is provided to underpin this policy and that intervention, positive action and preventative action is funded where needed.

STRATEGIES

1. All monitoring, evaluation and review work carried out will ensure that procedures and practices within the school reflect the objectives of this policy.
2. Parents/carers and governors will be involved and consulted about the provision being offered by the school.
3. Teachers will ensure that planning, teaching and learning takes account of this policy and they will ensure that the equity duty underpins all their work.
4. The diversity within our school and the wider community will be viewed positively by all, and this diversity will be recognised as a positive, rich resource for teaching, learning, the curriculum and personal/social development.



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5. Training opportunities will be provided for staff to raise awareness of their Equality Duty and to provide them with the knowledge, skills and understanding they need to meet the requirements of this policy.
6. Active contributions will be sought from parents and others to enrich teaching, learning and the curriculum.
7. The school will make every effort to ensure fair and diverse representation at all levels of staffing and management structures e.g.: governing body, middle and senior leadership, student council, etc.
8. The positive achievements of all pupils will be celebrated and recognised.

OUTCOMES

This policy plays an important part in the educational development of individual pupils and groups of pupils. It will ensure that all pupils and adults are treated equally by the school making all the reasonable adjustments necessary to promote equality of opportunity and equal treatment of all members of the school community. We are committed to meeting the individual needs of each child and we will take full account their age, disability, gender, gender-identity, race, religion or belief and sexual orientation in accordance with the requirements of The Single Equality Act 2010.

SINGLE EQUALITY ACTION PLAN

The school's planned actions for meeting and implementing the statutory duties are:

- To ensure the entire school community is aware of the Single Equality Duties and have the knowledge, skills and understanding to meet their requirements.
- To identify and address barriers to equality of access to the curriculum and life of the school for all children and their parents/carers, whatever their gender, race, religion/belief or disability.
- To promote community cohesion and a strong sense of belonging for all groups, particularly our most recently arrived groups.

These will be reviewed every three years.