

Kingsthorpe Grove Primary School



Single Equality Policy

Person(s) Responsible for Document: *Alison Dolan*

Date Document Discussed and Agreed with: 14th November 2019

Governor/Relevant Committee: Finance and Personnel

Date Document Ratified at Full Governing Body: 19th November 2019

Signed: _____
Chair of Governors

Signed: _____
Head Teacher

Date Document to be reviewed: November 2023

At Kingsthorpe Grove we aim to ensure that all of our policies take into account the rights of all children.

Statement of intent:

We are committed to providing a caring, friendly and safe environment for all our pupils so that they can learn in a relaxed and secure atmosphere. Discrimination of any kind is unacceptable at our school. We are a telling school if discrimination does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. This means anyone who knows that racism is happening is expected to tell the staff.

AIMS

At Kingsthorpe Grove we aim to keep our School a happy and interesting place with children at its centre and care and respect at its heart. We seek to build upon the caring spirit and mutual trust between children and staff that exists within our school community.

In pursuing this we will:

- Continuously strive to ensure that everyone in our school is treated with respect and dignity.
- Ensure that each person in our school is given fair and equal opportunities to develop their full potential with positive regard to gender, ethnicity, cultural and religious background, sexuality or disability.
- Actively promote race equality and oppose racism in all its forms and foster positive attitudes and commitment to an education for equality by:
 1. Promoting equality of opportunity;
 2. Promoting good relations between members of different racial communities,
 3. Promoting opportunities for understanding of other cultural and religious groups
 4. Eliminating unlawful discrimination.

The school will consider the three main elements as stated in the Index for Inclusion:

- Creating inclusive cultures
- Producing inclusive policies
- Evolving inclusive practices

OBJECTIVES

The aims of this policy will be achieved through achieving the following objectives:

- Providing an atmosphere that encourages confident, articulate, self-motivated children who are given equal opportunities to fulfil their all round potential.
- Working with the children to develop lively, enquiring minds with the ability to think for themselves and to work both independently and in cooperation with others.
- Accurately identifying children from different backgrounds and with different abilities, ensuring that up-to-date information is recorded.
- Monitoring and tracking the progress, attainment and assessment of all pupils including those from ethnic minorities, differences in gender, disability, etc, ensuring this information is available.
- Ensuring that behaviour records, discipline procedures and exclusions are monitored to take cognisance of ethnic background, gender and disability.
- Ensuring that racial stereotyping is eliminated and good relations promoted between members of different ethnic groupings via curriculum subjects.
- Ensuring that teaching and learning promotes racial equality and eliminates gender discrimination.
- Ensuring that all school resources promote equality and avoid stereotyping.
- Monitoring all admissions and attendance by the different groupings.
- By challenging, recording and reporting incidents of racial harassment.
- making pupils aware of options and strategies available to them if they witness or personally experience incidents which they feel may be ones of harassment or discrimination.
- Recognising the importance of fostering respect for religious and moral values, raise awareness of other races, religions and ways of life, to oppose racism in any form and help the children understand the world in which they live.
- Welcoming the involvement of parents, governors, support staff and others who contribute to the School's success and the children's achievements.

SCOPE OF THE POLICY

This policy covers all aspects of the work of our school, including:

(a) staff

- recruitment and retention;
- pay and rewards;
- training and professional development;
- performance management;
- consultation and involvement;
- grievance and disciplinary matters.

(b) pupils

- admissions and attendance;
- teaching, learning and curriculum matters;
- progress, attainment and assessment;
- personal development and pastoral care;
- behaviour, discipline and exclusions;
- racial harassment.

(c) other bodies

- governing body matters;
- parental consultation and involvement;
- collaboration with external bodies;
- contracting arrangements.

LEADERSHIP, MANAGEMENT AND GOVERNANCE

Responsibilities

(a) Governing body

The Governing body is responsible for ensuring that the school complies with all legislation and for ensuring that this policy and its procedures and strategies are implemented. To this end the governing body will:

- Adopt and review the single equality policy.
- As other school policies covered within the scope of the single equality policy are reviewed, make revisions to ensure compatibility and compliance.
- Monitor and evaluate the operation and impact of the single equality policy annually.
- Monitor and review the single equality impact of other policies on an annual basis.
- Provide the resources and support structures needed to ensure the effective implementation of the policy.
- Appoint a link governor who oversee the effective implementation of the single equality policy and to report on issues to the whole governing body.

(b) Headteacher

- Under the terms of this policy, the governing body of the school delegates the day-to-day responsibility for the management of the policy to the headteacher who will:
- Ensure the effective implementation of the policy and its related procedures and

strategies.

- Ensure that all staff are aware of their responsibilities and are given appropriate training and support.
- Communicate the policy and its implications to staff, pupils, parents and other bodies.
- Organise the delivery of relevant training for staff;
- Monitor and report on the operation of the policy;
- Be responsible for dealing with reported incidents of racism or racial harassment.
- Take appropriate action in any cases of racial discrimination
- Take any remedial actions as required.

(c) Staff

The single equality policy applies to all staff and volunteers in school. **All staff:**

- Are responsible for dealing with racist incidents, gender discrimination and for knowing how to identify and challenge bias and stereotyping.
- Will actively promote equality and good race relations via the curriculum their own example and their teaching methods.
- Will be consulted on the implementation of the policy through the normal induction and training procedures that apply, and via the relevant trade unions.
- Will be kept up to date with current legislation through training and information dissemination.
- Some staff may, from time to time, be given specific responsibilities for the implementation of aspects of the policy, such as the investigation of reported incidents of racism or racial harassment.

(d) Pupils

- The single equality policy applies to all pupils.

(e) Parents/carers and other persons

- All parents, Volunteers in School visitors, contractors and any other persons are expected to comply with this single equality policy.

DISABILITY - What is disability?

This is a summary definition of disability taken from the 'Disability Discrimination Act: Guidance on matters to be taken into account in determining questions relating to the definition of disability' 2006

'A disabled person (child or adult) is 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.

- A physical or mental impairment includes sensory impairments: impairments relating to mental functioning, including learning disabilities; and long term health conditions such as diabetes, epilepsy, HIV infection, cancer or multiple sclerosis.
- Substantial means more than minor or trivial

- Long term means an impairment that has lasted at least 12 months, or is likely to last 12 months or for the rest of the person's life.
- Normal day to day activities cover the following categories: mobility; manual dexterity; physical coordination; continence; ability to lift carry or otherwise move everyday objects; speech; learning or eyesight; memory or ability to concentrate, learn or understand; perception of the risk of physical danger.

Our commitment covers all aspects of school life and includes:

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

ACCESSIBILITY – What is access?

Access is providing all stakeholders with clear and distinct opportunities to be able to access all areas of the school buildings and grounds and the curriculum. The school will set out key areas for development over a three year period to be improved or maintained to enable this aim to be implemented. This is directly linked to the disability aspect of this policy and plan.

GENDER – All Stakeholders

The gender section of this equality policy enables our school to meet our statutory obligations. The Equality Act (2006) amended the requirements of the Equal Pay Act (1970) and the Sex Discrimination Act (1975). It added to the duty to eliminate sexual discrimination and sexual harassment, the duty to promote gender equality.

We will actively promote gender equality and oppose gender discrimination in all its forms and foster positive attitudes and commitment to an education for equality.

Our commitment covers all aspects of school life and includes:

- Maintaining a school ethos, which promotes gender equality, develops understanding and challenges myths, stereotypes, misconceptions and prejudices. However, we understand that in some circumstances it may be appropriate to treat girls and boys, and women and men differently, if that action is aimed at overcoming previous, current or possible future disadvantage.
- Taking active measures to investigate report and act on incidents of gender discrimination.
- Collecting and analysing school data and other gender equality relevant information.
- Consulting all staff, pupils, parents and relevant local communities.

- Monitoring behaviour, discipline and exclusions to remove all practices procedures and customs which are discriminatory.
- Monitoring all aspects of teaching and learning and the wider curriculum to assess the ways in which they might impact on gender equality.
- Ensuring that admissions and attendance follow LA guidelines.
- Ensuring that staff recruitment and professional development promote gender equality.

RACE – All Stakeholders

Racist behaviour will not be tolerated and breaches of the policy will be dealt with in accordance with either the LA's Disciplinary Procedures or Professional Support Procedures as appropriate.

Pupils, staff and others involved with the school who do not comply with this policy will be verbally informed of correct procedures and the importance of complying with the policy by the headteacher.

All staff are responsible for ensuring that incidents of racist behaviour are recorded and referred to the Headteacher or Assistant- Headteachers.

Where an allegation is made against the Headteacher referral to the Chair of Governors should be made and this will be handled in accordance with the procedure laid out by Northamptonshire County Council and with advice from Governor Services.

- All racist incidents will be recorded using the relevant information required by SIMs
- Through the Headteacher's Report to Governors the Governing Body will monitor and report on the number of racist incidents as necessary.
- Parents and governors will be informed of the number and nature of such incidents.
- The governing body will inform the LA monthly of the pattern and frequency of such incidents.

MONITORING, REVIEW AND DEVELOPMENT

Policy- Planning and Review

The school recognises its specific duty to assess and monitor the impact of its policies on pupils, parents and staff from different groups.

Monitoring and Review

All policies will be monitored for their effectiveness and impact in eliminating discrimination, promoting equality and good race relationships in the regular cycle of policy reviews.

Kingsthorpe Grove will undertake regular monitoring of pupils and staff for the purpose of evaluating the impact of the single equality policy.

We recognise the complex and sensitive nature of ethnic/gender/disability group data, and respect the rights of individuals to define their own groups and to choose whether or not to disclose information about their group.

We will also ensure that information about an individual's group is treated in confidence and strictly for the purpose of monitoring the operation and impact of the single equality policy.

Ethnic group information will be recorded on the basis of each individual's or family's self identification.

Such information will be treated as sensitive and confidential, and its collection and use will comply with the provisions of the Data Protection Act 1998.

We recognise that some individuals or families may be reluctant to record their group and others may refuse to do so. That is their right. No attempt will be made to lobby individuals to provide the ethnic group data to the school/college; or to amend the group as recorded by an individual pupil/parent or members of staff; or to classify the group of individuals where they have failed or refused to do so.

This information will be gathered via Census returns on SIMS.

Planning and decision making will be informed by use of whole school monitoring data of racial/gender/disability groups for attainment, progress, sanctions, rewards and exclusions with future targets being set accordingly.

Equality monitoring information will be considered by the governing body as part of the termly Head's Report to Governors.

The Single Equality Policy will be reviewed by the Governing Body bi-annually.

Training and Development

As part of its annual Governing Body (GB) Self – Evaluation process, the GB will consider the training and development needs of governors and seek advice and support from Governor Services.

The training and development needs of staff will be considered as part of the arrangements for performance management review and in line with the School Development Plan.

The effectiveness of such training will be evaluated by the Senior Leadership Team (SLT) and will be indicated by an increased understanding and awareness of equality issues by all staff and volunteers in school.

MAKING AVAILABLE THE RESULTS OF MONITORING AND ASSESSMENTS

The school recognises its legal duty to take reasonable steps to make available annually the results of assessments and monitoring. Information regarding the results of such monitoring

will be made available via the school website, school newsletter and during feedback from the governors through their meetings with parents and guardians.

Such information will make no reference to individual pupils.

IMPLEMENTING THE POLICY

All staff, parents, guardians, volunteers and users of school facilities will be made aware of Kingsthorpe Grove's commitment to equality and of the need to report any incidents of racism or discrimination to the Headteacher. This will occur via:

- Reference to the policy on the School Website;
- Making hard copies available from the school office;
- Discussion at the parents forum meeting;
- Feedback at Governors meetings with parents and guardians;
- Staff inset training and
- Class based or whole school initiatives.

The Headteacher will be responsible for monitoring and reviewing these developments.

GENERAL STATEMENT FOR ACTION PLANNING

Through the Equalities Plan (outlined below) we shall be ensuring that all children are being sufficiently challenged in their ideas, thoughts and feelings and we will be breaking down barriers that inhibit progress. This may also mean challenging perceptions of all stakeholders to enable this to happen.

Information gathering

Kingsthorpe Grove Primary School collects information from stakeholders through the use of questionnaires and forms.

Details will be taken from new intake of pupils and their families and when new staff and governors join the school.

All questionnaires and forms will detail the need for the information and its confidential nature.

The information gathered will be on the following themes:

- the level, if any, of the disability of the stakeholder
- how the individual is accepted within the school community
- encouragement of disclosure through confidential means
- how the school uses this information to ensure inclusivity of its members

Setting the main priorities and actions through to implementation

The information gathered will inform the main aspects of the scheme to ensure equality for all. This will include setting the main priorities for the school and deciding on the main actions that will be implemented as a result.

The actions need to be clear and have distinct success criteria and outcomes for enabling all stakeholders (able bodied, disabled, of both genders) to be included in all the school does. The actions should have clear timeframes and be monitored by the working group.

Note should be taken of the opportunities to Promote Equality of Opportunity at each stage of the process as well as identifying the barriers to success.

Assessing the impact of the policy through the use of the plan

The Governing Body will meet regularly to ascertain how this plan is progressing and its impact on the stakeholders they are intended for. This will be carried out through discussions with individuals or groups for whom the schemes are designed. This impact will be reported through the mechanisms outlined above.

Main Priorities and Actions to be taken

School Priorities
Disability
D1. Ensure there is clear access along corridors in all parts of the school building.
D2. Ensure that all stakeholders are treated equally regardless of disability, ensure that all curriculum and after school activities are accessible for all stakeholders.
D3. Ensure children identified as disabled are maintaining good progress.
Accessibility
A1. Consider alternative access to parts of the school building.
A2. Improve disabled facilities including WC in reception class.
Gender
G1. Ensure equal opportunities for both sexes in curriculum and at additional times.
G2. Increase the number of male role models within the school either staff or volunteers.
G3. Ensure that data is analysed to view if there is a gender issue in learning.
Race
R1. Ensure all children are challenged if and when comments or actions are of a racist nature.
R2. Ensure all stakeholders are aware of policies and practice in school.
R3. Ensure children from different ethnic groups are maintaining good progress.
General
GEN1. Ensure all policies and practice (curriculum and ethos) are inclusive, providing equality for all.
GEN2. Ensure perceptions regarding equality, inequality and difference are challenged by all stakeholders.
GEN3. Ensure that all children are making sufficient and measured progress with their targets for end of year and key stages.

Priority Targets	Strategies Actions to be completed	Success criteria	Personnel / Cost	Time scale	Measure of impact and monitoring	Evaluation
D1 & A1	Consider access into and around Reception classrooms	Main entrances accessible for all.	DS to open door to Reception outside area in morning.	By Autumn 2011	Access is easier for all stakeholders.	
D2 & G1	Ensure all children are able to access the full curriculum within and outside of school through use of reasonable adjustment and removing barriers. All staff made aware of the impact of these changes and how they are able to ensure clear access.	Classrooms, teaching and learning are available to be accessed successfully by all children in school. All significant barriers are removed. All venues of visits are checked for accessibility for all	All staff led by HT through staff meetings and discussions about how to implement changes	On going with appropriate risk assessments carried out	Check the actions of staff and prepare physical environment for changes if necessary and required for full access. Children are able to access fully the learning environment and after school activities.	