

MAYBURY PRIMARY SCHOOL

Single Equality Policy

Updated: Summer 2017





Maybury Primary School

Produced : Autumn 2011
Reviewed : Summer 2017
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Single Equality Policy

Mission

Our values-based school nurtures curiosity and creativity through an inspiring, broad and engaging curriculum, where learning is at the heart of all that we do. Our children learn to become resilient and self-assured in an environment where safety is outstanding. Everyone is challenged and encouraged to thrive and achieve as individuals, preparing them for their role as caring and active citizens in modern Britain.

Vision statement

“Everyone is a learner and every experience is a learning opportunity.”

(see also Single Equality Scheme; Disability; English as an Additional Language (EAL); Gifted and Talented Children; Racial Equality; Inclusion and Community Cohesion Policies)

1 Introduction

At Maybury Primary School our school's mission statement talks of celebrating differences. We are committed to giving all our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied experiences and needs. We offer a broad and balanced curriculum, and have high expectations of all children. The achievements, attitudes and well-being of all our children matter greatly. This policy is intended to help to ensure that this school promotes the individuality of all children, parents, staff and governors, irrespective of ethnicity, religion, attainment, age, disability, gender or background.

This policy accords with legislation:

Equality Act (2010)

Race Relations (Amendment) Act 2000;

Disability Discrimination (Amendment) Act 2002;

Sex Discrimination Act 1975.

2 School Context

Maybury Primary School has a Published Admission Number of (PAN) of 30 with the capacity to accommodate children from 3-11. We currently have 258 children on roll with most children coming predominantly from the local community.

Our gender mix is 54% male and 46% female throughout the school.

Key Stage	Male	Female
Foundation Stage	62%	38%
Key Stage 1	52%	48%
Key Stage 2	48%	53%

Ethnically, 61.6% of our children are Pakistani, 7.8% Indian and 8.1% other Asian (e.g. Nepalese). Our white European children total 8.5%. Our white British children total 2.7%, Bangladeshi 1.6%, Black African 1.2%, other ethnic group 5.7%, white and Asian 1.6%, any other mixed 1.6%, Chinese 0.4%, and White and Black African 0.8%

68% of our children are Muslim, with 12% Hindu, 11% Christian, and 9% Buddhist, Sikh or other faith. 8.1% of our pupils are of no religion or their parents have not stated one.

Although the predominant home language in our school is Urdu, 27%, 24% of our children speak Punjabi, 19% English and 30% other home languages. In total 27 different home languages are spoken at Maybury Primary School.

Currently 13.2% of our children are eligible for Free School Meals and 23% are identified as having Special Education Needs (SEN).

3 Aims and values

Mission

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4 A cohesive community

In order to achieve a cohesive community, we endeavour to:

- Promote understanding and engagement between communities
- Encourage all children and families to feel part of the wider community
- Understand the needs and hopes of all our communities
- Eliminate discrimination
- Increase life opportunities for all
- Ensure teaching and the curriculum explores and addresses issues of diversity

5. Maybury Primary's approach to promoting equality.

This policy aims to provide a framework for Maybury Primary to pursue its equality duties to eliminate unlawful discrimination and harassment, promote equality of opportunity and promote good relations and positive attitudes between people of diverse backgrounds in all activities.

We seek to ensure that no pupils, staff, parents, guardians or carers, or any other person in contact with the school should receive less favourable treatment, on any grounds which cannot be justified. This covers race, ethnic or national origin, language, religion or belief, gender and gender reassignment, sexual orientation, marital status, disability, age, responsibility for children or other dependents, trade union or political activities, social class, where the person lives or spent convictions.

We promote these principles to all members of our extended school community, pupils, staff, governors, parents and community members.

6. Race, Disability and Gender Equality

The Equality ACT (2010) defines four kinds of unlawful behaviour – direct discrimination, indirect discrimination, harassment and victimisation.

Direct discrimination – occurs when one person treats another less favourably, because of a protected characteristic.

Indirect discrimination – occurs when a ‘provision, criterion or practice’ is applied generally but has the effect of putting people with a particular characteristic at a disadvantage when compared to people without that characteristic.

Harassment – is ‘unwanted conduct, related to a relevant protected characteristic, which has the purpose or effect of violating a person’s dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for that person’. For example unpleasant and bullying behaviour.

Victimisation – occurs when a person is treated less favourably than they otherwise would have been because of something they have done (‘a protected act’) in connection with the Act.

Protected characteristics – it is unlawful to discriminate against a pupil or prospective pupil by treating them less favourably because of their: sex, race, disability, religion or belief, sexual orientation, gender reassignment, pregnancy or maternity.

Race Equality - The Race Relations Act 2000 places a general duty on schools to promote racial equality. The duty means that in everything they do schools must aim to:

- Promote racial equality
- Promote good race relations
- Eliminate unlawful racial discrimination

We strive to be an inclusive community providing equal opportunities for all our members. We value the diverse backgrounds of our pupils, staff, parents and governors. We acknowledge that racism exists in society and we are committed to work towards its elimination by preparing children for life in a multi-ethnic society. We ensure that pupils and all members of our school community of all races are not singled out for different and less favourable treatment.

Religion or Belief Equality - At Maybury Primary we are committed to ensuring equality of education and opportunity for all pupils and staff. We strive to be an inclusive community and value the religion and beliefs and lack of religion and beliefs of all. We ensure that no one is treated less favourably than another person because of their religion or lack of religion, or of someone else with whom they are associated.

Disability Equality - At Maybury Primary we are committed to ensuring equality of education and opportunity for staff, pupils and all those receiving services from the school, irrespective of disability. The achievement of all pupils and students will be monitored on the basis of disability and we will use this data to raise standards and ensure inclusive teaching. We will aim to provide our pupils with a firm foundation which will enable them to fulfil their potential, regardless of disability. We will seek to eliminate unlawful discrimination against pupils and staff by adhering to our duties as an employer under the legislation.

At Maybury Primary we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here. We aim to identify and remove barriers to disabled pupils in every area of school life. Maybury Primary has high ambitions for its disabled pupils and expects them to participate in all aspects of school life. The practical measures we have undertaken to meet these aims are listed in our **Accessibility Policy**

Our commitment to equal opportunities is driven by the National Curriculum Inclusion Statement. The school:

- sets suitable learning challenges
- responds to pupils’ diverse needs
- overcomes potential barriers to learning and assessment for individuals and groups of pupils.

We will work to actively promote equality and foster positive attitudes and commitment to an education for equality. We will do this by:

- Promoting equality of opportunity between disabled and other pupils/persons, representing disabled people in school, including positions of responsibility.
- Promoting positive attitudes towards disabled persons. This means not representing people in a demeaning way, and it also means not pretending that they don't exist and not representing them anywhere at all.
- Encouraging participation by disabled persons in all aspects of school life. It is also important to respect the wishes of disabled children in an educational setting so that they do not feel pushed into activities they do not wish to take part in.
- Taking steps to take account of disabled persons' disabilities, even where that involved treating disabled persons more favourably than other persons.
- Showing staff modelling respectful attitudes to disabled pupils, staff and parents.
- Presenting positive images in school books and other resources.

7. Gender/Sex/Gender Orientation Equality Duty

In accordance with our school's mission statement and values, we welcome the statutory Gender Equality Duty. In compliance with the General Duty, Maybury Primary School has due regard for the need to, and works to:

- Eliminate unlawful sexual discrimination
- Eliminate sexual harassment
- Promote gender equality

By unlawful sexual discrimination we mean treating one person less favourably than another on grounds of sex or gender. We understand that this could be done directly but that it could also occur indirectly. Indirect discrimination means that a particular policy or practice may impact more negatively on one gender than on the other, or may favour one gender to the disadvantage of the other.

By sexual harassment we refer to behaviour or remarks based on a person's sex or gender, perceived to be unpleasant, threatening, offensive or demeaning to the dignity and self-esteem of the recipient or subject. We see such behaviour as also damaging to the perpetrator. (*Refer further to our school's Behaviour/Anti-Bullying policy*)

We understand 'sex' to refer to the biological differences between males and females and 'gender' to refer to the wider social roles and responsibilities which structure our lives. By promoting gender equality our intention is to recognize and help overcome those lasting and embedded patterns of advantage and disadvantage which are based on socially ascribed gender stereotypes and assumptions.

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.

We will take steps to counteract the effects of any past discrimination in staff recruitment. Where we are uncertain whether there is a genuine occupational requirement for preference to be given to the employment of someone of a particular gender we will seek specialist advice.

We understand the three parts of the duty to be different, but that they should normally support each other. However, we are aware that achieving one may not lead to achieving all three.

In taking due regard we will exercise the principles of proportionality and relevance. By this we mean that the weight we give to gender equality will be proportionate to its relevance to a particular function. The greater the relevance of a function to gender equality, the greater regard we will pay to it.

We believe that, even having the Equal pay Act of 1970 and the Sex Discrimination Act of 1975, there is still widespread discrimination and gender inequality in society. We believe that having this gender equality policy and action plan will:

- support us in our decision-making and policy development
- give us a clearer understanding of the needs of staff, pupils 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 workforce

We recognise that both sexes can suffer from sexual stereotyping and that sometimes the same policies and practices can impact differently on men and women and boys and girls. We will make appropriate adjustments if this is found to be the case with any of our policies and practices.

We also recognise that girls and boys, and women and men, can experience different forms of discrimination depending on, among other things, their ethnicity, belief, sexual orientation, age or disability and we will take this complexity into consideration.

In these ways we will strive to improve the situation for, and the relationships between, men and women and boys and girls within our school and wider community.

8. Responsibilities

All governors, staff, volunteers, pupils and their families need to develop an appropriate understanding of, and act in accordance with, the school's Equality and Inclusion Policies and Equality Scheme.

In addition:

The **school governors** are responsible for:

- ensuring that the school complies with all current equality legislation
- making sure this policy and its procedures are followed.

The Head teacher works with the Senior Leadership Team to ensure that :

- the Policy and Scheme are implemented
- staff recruitment, training opportunities and conditions promote equality
- all staff, pupils and their parents are consulted regarding, and are aware of the school's responsibilities to meet the Equality Policy
- existing and planned policies are assessed for the ways in which they impact on equality
- curriculum planning, learning and teaching methods, classroom organisation and assessment procedures, behaviour management, school journeys and extended school activities take account of the need to promote equality
- incidents of sexual/gender/ racist/ disability bullying, harassment or discrimination are dealt with according to our Behaviour/Anti-Bullying policy
- visitors to the school, or those who use the premises, are aware of the Equality Policy and Action Plan

All staff

- have a responsibility to deal with incidents of harassment or discrimination; help eliminate unlawful discrimination; 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.
- should model good practice, dealing with racist incidents and being able to recognise and tackle bias and stereotyping.
- should promote equality and good race relations and avoid discrimination against anyone for reasons of race, ethnic or national origins, language, culture, religion or belief, disability, gender, sexual orientation or social class.
- should keep up to date with the law on discrimination and taking training and learning opportunities.

Pupils and parents/ carers have a proportionate responsibility to understand the policy, as do **visitors** to the school.

Pupils are responsible for:

- Keeping equality and diversity issues on the School Council agenda, through shared input with staff on developing policies relating to this area. This may include:
- Anti-bullying policy and specifically racist and homophobic bullying
- Developing school/ class rules which challenge discriminatory behaviour

Visitors and contractors are responsible for:

- Knowing and following our equality policy

Responsibility for overseeing equality practices in the school lies with a named member of staff (Amanda Merritt) and governor.

Responsibilities include:

- Co-ordinating and monitoring work on equality issues
- Dealing with and monitoring reports of harassment (including racist and homophobic incidents)
- Monitoring the progress and attainment of potentially vulnerable groups of pupils (e.g. children and young people in care, children from minority ethnic/ language or Traveller communities, disabled pupils etc.)
- Monitoring exclusions

9. Monitoring, reviewing, assessing impact

This policy will be regularly monitored and reviewed by staff and governors annually to ensure that it is effective in eliminating discrimination, promoting access and participation, equality and good relations between different groups, and that it does not disadvantage particular sections of the community. Any pattern of inequality found as a result of impact assessment will be used to inform future planning and decision making.