

**ALL SAINTS CEVA
PRIMARY SCHOOL
AND NURSERY UNIT**

**POLICY
For
Single Equality**

**With Jesus as our guide we will inspire a passion for learning,
high aspirations and respect for all**



ALL SAINTS CEVA PRIMARY SCHOOL SINGLE EQUALITY POLICY 2020

POLICY TITLE:	Single Equality Policy
POLICY REFERENCE NUMBER:	

POLICY OWNERSHIP:	
School	Head Teacher
Governors	Chair

POLICY IMPLEMENTATION DATE:	September 2015
POLICY REVIEW DATE:	September 2019

POLICY REVIEW DOCUMENT HISTORY

This policy is monitored by the Policy Owner(s) and will be reviewed every year, or as dictated by school requirements or legislation.

Version	Date	Author	Amendment	Approval / Adoption
1	10.12.19	E. Johnson		January 2020

LEGAL COMPLIANCE & EQUALITY STATEMENT

At the time of ratifying this policy, the policy owner was satisfied that, to the best of their knowledge, this document complies with all relevant legislation.

The school is committed to the principles of Equality and under this policy no person will be treated less favourably on grounds of race, colour, nationality, ethnic or national origin, disability, gender, marital or parental status, age, religion or belief, sexual orientation, proposed or actual gender re-assignment, economic group, employment status, or any other condition or legally protected characteristic which cannot be shown to be wholly justified in relation to the effective operation of the school.

Aims

The Equality Duty will underpin all other policies within All Saints CEVA Primary School and Nursery Unit and should be read in conjunction with the following policies:

- Inclusion
- Anti-bullying
- Behaviour
- Medical Conditions
- Accessibility Plan
- Child Protection and Safeguarding

The public sector Equality Duty 2011 has three aims under the general duty for schools:

1. **Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act** by removing or minimising disadvantages suffered by people due to their protected characteristics.
2. **Advance equality of opportunity between people who share a protected characteristic and those who do not** by taking steps to meet the needs of people from protected groups where these are different from the needs of other people.
3. **Foster good relations between people who share a protected characteristic and those who do not** by encouraging people from protected groups to participate in public life or in other activities where their participation is disproportionately low.

Vision and Principles

At All Saints CEVA Primary School and Nursery Unit we are committed to ensuring equality of education and opportunity for all children, staff and parent/carers receiving services from the school, irrespective of:

- Gender
- Sexuality
- Race, colour, ethnic or national origins, faith, religion or those who need support to learn English as an additional language
- Disability/health/medical or special educational needs
- Age
- Attainment, including those who are gifted and talented
- Socio-economic background
- Being in public care
- Attendance concerns
- Risk of disaffection or exclusion
- Vulnerability

- Changing schools frequently

We aim to develop a culture of inclusion and diversity in which all those connected with the school feel proud of their identity and able to participate fully in school life. At All Saints CEVA Primary School we believe that diversity is a strength which should be respected and celebrated by all those who learn, teach and visit our school.

Roles and Responsibilities

Promoting equality and raising the achievement of all children is the responsibility of the whole school. This duty outlines the roles and responsibilities of everyone involved and connected with the school so that everyone knows what is expected of them.

The role of governors

- The governing body has set out its commitment to equal opportunities and it will continue to do all it can to ensure that the school is fully inclusive to children and responsive to needs based on race, gender, disability or religious beliefs.
- The governing body seeks to ensure that people are not discriminated against when applying for jobs at our school on grounds of race, gender, age, disability, religious beliefs or sexual orientation
- The governors take all reasonable steps to ensure that the school environment gives access to people with disabilities, and also strive to make school communications as inclusive as possible for parents/carers and children
- The governors welcome all applications to join the school, whatever a child's socioeconomic background, race, gender, disability or religious beliefs
- The governing body ensures that no child is discriminated against whilst in our school on account of their race, sex, disability or religious beliefs

The role of the Headteacher

- It is the Headteacher's role to ensure the school Equality Duty is implemented and is supported by the governing body in this implementation
- It is the Headteacher's role to ensure that all staff are aware of the Equality Duty and that staff apply these guidelines fairly in all situations

- The Headteacher ensures that all recruitment selection panels give due regard to this duty, so that no-one is discriminated against when it comes to employment or training opportunities
- The Headteacher promotes the principle of equal opportunity when developing the curriculum, and promotes respect for other people and equal opportunities to participate in all aspects of school life
- The Headteacher treats all incidents of unfair treatment and any incidents of bullying or discrimination, including racist and homophobic incidents, with due seriousness

The role of all staff: teaching and non-teaching

- All staff will ensure that all children are treated fairly, equally and with respect, and will maintain awareness of the school's Equality Duty
- All staff will strive to provide material that gives positive images based on race, gender, and disability, and challenges stereotypical images
- All staff will challenge any incidents of prejudice, racism or homophobia and record any serious incidents, drawing them to the attention of the lead member of staff or Headteacher

The role of children

- Children will contribute to the development of the Equality Duty and be made aware how it applies to them. They will be encouraged to treat each other with respect and to report discriminatory incidents

The role of Parents/Carers

- Parents/carers will be consulted on the development of the Equality Duty

The Equality Duty will be reviewed annually.

EQUALITY INFORMATION

Protected characteristics	Aims of the general duty		
	What evidence do we hold that we eliminate unlawful discrimination, harassment and victimisation?	How do we advance equality of opportunity between people who share a protected characteristic and those who do not?	How do we foster good relations between people who share a protected characteristic and those who do not?
Race	<p>Racist incident recording. Parents of both the aggressor and victim are informed and supported.</p> <p>All planning promotes and values people and ideas from all races and provide positive examples of people from different races.</p> <p>Collective Worship provide opportunities to promote racial equality</p> <p>Monitoring of achievement data and intervention action put in place to narrow gaps in performance.</p>	<p>All pupils have equal access to the curriculum irrespective of race.</p> <p>Pastoral support through Pastoral Mentor where English is an additional language for parents.</p> <p>Governing body monitors issues arising from Headteacher's report.</p> <p>Encourage applicants for governing body from all ethnic groups to ensure diversity.</p>	<p>Whole school collective worship used to celebrate the diversities between cultures.</p> <p>Festival celebration activities, such as Chinese New Year.</p> <p>Fundraising and awareness projects</p>
Disability	<p>SEN Provision mapping Disabled access to the lower area of the school .</p> <p>Specialist medical staff training to support pupils with complex medical conditions.</p> <p>Adherence to the school's Accessibility</p>	<p>All pupils have equal access to the curriculum irrespective of disability.</p> <p>Staff training and awareness of medical issues.</p> <p>Learning is monitored closely and reviewed with parents as part of</p>	<p>Sponsorship links and visits</p> <p>Regualr meetings with parents and welcome on the gate.</p> <p>Celebrating difference and achievement for all</p> <p>Values work introduces</p>

	<p>Plan, Inclusion Policy and Medical Conditions Policy ensures all learners make progress.</p> <p>Risk assessments are created and implemented to support inclusion in both curricular and extra-curricular activities</p>	<p>the SEN code of practice. Parents' questionnaire on the quality provision provided with resultant action taken on feedback.</p> <p>Use of external agencies to enhance access to the curriculum.</p> <p>Resources are adapted to ensure all can engage with curriculum learning</p>	<p>inspirational role models.</p>
Sex	<p>Bullying incident recording. Parents of both the aggressor and victim are informed and supported.</p> <p>Monitoring of tracking and achievement data to identify gender differences and intervention strategies put in place to narrow gaps in performance.</p> <p>Sex and Relationships and PSHE Policies guide our approach to the teaching of gender specific health matters.</p> <p>Fair and transparent practices when appointing staff to ensure equality throughout the recruitment process.</p> <p>Clubs that support all genders</p>	<p>All pupils have equal access to the curriculum regardless of gender.</p> <p>Clubs are offered to all pupils irrespective of gender.</p> <p>Governing body monitoring of staff appointment process.</p> <p>Safeguarding training</p> <p>Equal opportunity awareness from staff</p>	<p>Visitor role models representing both genders are invited into school, e.g. male and female authors</p> <p>Encouraging family members to participate regardless of gender</p>

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Gender Reassignment	<p>We have no experience of this at the time of publication, but would gather advice to ensure equality of opportunity.</p> <p>Values curriculum promotes tolerance, respect and a celebration of difference</p>	<p>Not applicable at current time of publication but we would research, gather views, get expert advice and ensure equality of opportunity.</p>	<p>Deal with on a case by case basis</p> <p>Offer professional support or help signpost to suitable professional agencies</p> <p>Provide opportunities to participate in the school community</p> <p>Provide Pastoral care/ nurture to child and family</p>
Pregnancy and Maternity	<p>Flexible working practices to accommodate appointments.</p> <p>Re training on return to work.</p> <p>Choice of return dates</p> <p>Keeping in Touch days offered</p> <p>Support with feeding</p>	<p>Adaptations to staff working arrangements as necessary through regular risk assessment process.</p> <p>Maternity Policy</p>	<p>Updates and arrangements delivered through programme of 'Keeping in Touch' days.</p> <p>Opportunities for new parents to visit</p>
Age	<p>Staff profile is representative of all ages.</p> <p>Governing body representative in age range.</p> <p>Fair and transparent practices when appointing staff to ensure equality throughout the recruitment process.</p> <p>Age omitted from application form and interview process.</p>	<p>CPD provision accessible irrespective of age.</p> <p>Open recruitment process</p>	<p>Volunteers from wider family community encouraged to visit and share skills and knowledge.</p> <p>Positive role models</p> <p>Community links to the school</p>
Religion and Belief	<p>Racial/Religious incident recording.</p> <p>Parents of both the</p>	<p>School uniform adaptations to</p>	<p>Visits to other places of worship, such as a Gujarati</p>

	<p>aggressor and victim are informed and supported.</p> <p>High quality teaching through the RE curriculum.</p> <p>Visits to places of worship and studies of religious festivals</p> <p>Prevent duty in place</p>	<p>accommodate religious dress.</p> <p>All staff trained in the Prevent Duty initiative encompassing all religions and beliefs.</p>	<p>temple to ensure pupils have an accurate knowledge of other faiths.</p> <p>Whole school Collective Worship in celebration of a range of religious festivals.</p> <p>Positive role models from a range of religions</p>
Sexual Orientation	<p>Bullying/Hate incident recording. Parents of both the aggressor and victim are informed and supported.</p> <p>Fair and transparent practices when appointing staff to ensure equality throughout the recruitment process.</p> <p>Use of acceptable language, not tolerating the use of the word gay as a term of abuse</p>	<p>Awareness and support for pupils and same sex parents</p> <p>Curriculum that promotes tolerance and respects differences</p> <p>Recruitment that welcomes all</p> <p>Positive role models</p> <p>Through the wider curriculum children are aware that families are different but special .</p>	<p>Same sex families are given equal opportunities to engage with school life and events</p> <p>Same support for parents and children regardless of orientation</p> <p>Curriculum that promotes tolerance and diversity.</p>

EQUALITY ENGAGEMENT

Protected characteristics	Aims of the general duty		
	How have we engaged with the protected groups in order to eliminate unlawful discrimination, harassment and victimisation?	How have we engaged with the protected groups in order to advance equality of opportunity	How do we engage with protected groups in order to foster good relations?
Race	<p>Creating a culture where all are encouraged to talk openly and report racist incidents without fear of repercussions.</p> <p>Anti-bullying posters displayed</p> <p>Equality of opportunity comes through application process for new posts</p>		<p>Acting on pupils' concerns and views through pupil interviews.</p>
Disability	<p>Access to the lower ground floor fully</p>	<p>Use of outside specialist agencies, such as speech & language therapist, educational psychologist, physiotherapist, behaviour therapist.</p> <p>Staff training given for the delivery of specific medical procedures.</p> <p>Extensive, detailed Healthcare plans in place if required</p> <p>Differentiated lesson planning takes into</p>	<p>Close liaison with parents of children with disabilities.</p> <p>Accessibility Plan</p> <p>Through our work with Northamptonshire School Sports Partnership to ensure inclusion for all of those who are disabled.</p>

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		account the needs of all children.	
Sex	Participation in clubs and other extra-curricular activities is offered to all irrespective of gender.	<p>Monitoring of tracking and achievement data to identify gender differences and intervention strategies put in place to narrow gaps in performance.</p> <p>Learning Council and pupil voice ensure that all children have a voice</p> <p>Inclusive sports and values curriculum</p>	<p>Shared sports</p> <p>Curricular activities aimed for all</p> <p>Celebrating achievements for all</p> <p>Role models of all genders</p> <p>Engagement with all genders from families.</p>
Gender Reassignment	We have no experience of this at the time of publication, but would expect to obtain expert advice to ensure equality of opportunity.		
Pregnancy and Maternity	<p>Honouring appointments Risk assessment process in place</p> <p>'Keeping in Touch' days</p> <p>Flexible working</p>	Support with part time work schedule.	Good working relations are continued through day to day contact.
Age	<p>Staff profile is representative of all ages.</p> <p>Governing body profile is representative of all ages.</p> <p>Volunteer profile is representative of all ages</p>	Paid post and volunteers of all ages are encouraged to work in school.	Wider family members of all ages are encouraged to help in school and attend events and celebrations.
Religion and Belief	Explanation through RE curriculum why not everyone participates in collective worship	Awareness of dietary needs / authorised absence for religious days	Visits to places of worship, such as Christian, Hindu as

			part of the RE curriculum.
Sexual Orientation	<p>PSHE curriculum and SRE lessons includes exploring sexual orientation</p> <p>Anti bullying policy in place with reporting arrangements in place for incident logging and monitoring systems</p>	<p>Pastoral support for pupils and parents.</p> <p>Recruitment processes that welcome all</p>	<p>Same sex partnerships families are given equal opportunities to engage with school life and events</p>

Breaches of the policy

Breaches of this policy will be dealt with in the same ways that breaches of other school policies are dealt with, as determined by the Headteacher and governing body.

Monitoring and evaluation

We collect, study and use quantitative and qualitative data relating to the implementation of this policy, and make adjustments as appropriate.

In particular we collect, analyse and use data in relation to achievement, broken down as appropriate according to disabilities and special educational needs; ethnicity, culture, language, religious affiliation, national origin and national status; and gender.

Once agreed this policy replace and supersedes all previous policies relating to equality and equal opportunities.

Emma Johnson December 2019

Reviewed every year along with the objectives.