



'Together with God we love, learn and grow.'

SINGLE EQUALITY POLICY

Date Policy Formally Agreed By Governors: FEB 2018

Next Review Date: JAN 2019

Person Responsible for Implementation and Monitoring: Headteacher

We aim for all pupils in Riston C of E Primary School to experience a high quality education, which will enable them to achieve their full potential and help them to develop the knowledge, skills, understanding and attitude required to lead a fulfilling life today and in the future. Children's access to these skills is an entitlement which requires the active and mutual partnership of our whole school community - school, parents and children.

We are committed to this partnership and summarise this is a simple statement:
Together with God we love learn and grow.

1. Introduction

On 1 October 2010, the Equality Act 2010 replaced all existing equality legislation such as the Race Relations Act, Disability Discrimination Act and Sex Discrimination Act. It has consolidated this legislation, simplified it and extended protection from discrimination. It is unlawful for Riston C of E Primary School to discriminate against a person by treating them less favourably because of their

- Age
- Disability
- Gender
- Gender reassignment
- Race
- Religion, faith or belief including lack of belief
- Sexual orientation
- Marriage and civil partnership
- Pregnancy and maternity

The Public Sector Equality Duty, as part of the Equality Act, came into force on 6 April 2011. It requires all public bodies when carrying out their day to day work to have due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Act
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations across all characteristics between people who share a protected characteristic and people who do not share it

Having due regard for advancing equality involves:

- Removing or minimising disadvantages suffered by people due to their protected characteristics
- Taking steps to meet the needs of people from protected groups where these are different from the needs of other people
- Encouraging people from protected groups to participate in public life or in other activities where their participation is disproportionately low.
This includes pupils and staff.

Statutory Requirements: The Specific Duties

The specific duties require us to:

- Publish information to show our compliance with the Equality Duty, at least annually; and
- Set and publish equality objectives, at least every four years

All information must be published in a way which makes it easy for people to access and understand.

Publishing Information

Public bodies such as our school must publish information to show that they consciously thought about the three aims of the Equality Duty as part of the process of decision-making. The information published for a school like ours must include:

- Information relating to people who are affected by the school's policies and practices who share protected characteristics

Setting Equality Objectives

As part of the Equality Act 2010 equality objectives have been set by the Governors of Riston C of E Primary School taking into account evidence of equality issues across all our functions; consideration of issues affecting people sharing each of the protected characteristics; and we have thought about each of the three aims of the Equality Duty. The number of objectives we have set are proportionate to our school size; and the evidence that such objectives are needed. The Equality objectives are specific and set out how progress will be measured.

2. Definitions

Protected Characteristics - It is unlawful for us to discriminate against a pupil, prospective pupil, parent, member of staff by treating them less favorably because of their

- Age
- Disability
- Gender
- Gender reassignment
- Race
- Religion, faith or belief including lack of belief
- Sexual orientation
- Marriage and civil partnership

- Pregnancy and maternity

This includes:

- Admissions
- The way education is provided to pupils
- The way pupils are able to access any benefit, facility or service
- Excluding a pupil or subjecting them to any other detriment

Although a person's age is a protected characteristic in relation to employment and to the provision of goods and services this does not apply to pupils and we are able to admit and organise children in age groups and treat pupils in ways appropriate to their age and stage of development

Direct discrimination occurs when one person treats another less favorably, because of a protected characteristic, than they treat - or would treat - other people. This describes the most clear-cut and obvious examples of discrimination.

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 has a specific legal definition in the Act - it 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".

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.

Discrimination by association a person will not be discriminated against because they are associated with another person with a protected characteristic.

Perception whether a person has a protected characteristic or it would be discrimination to treat that person differently because it is thought that they have a protected characteristic

Disability Special Provision we will treat disabled pupils more favourably than disabled pupils by making reasonable adjustments to put them on a more level footing with pupils without disabilities either by reasonable practices or auxiliary aids and services. This will be complemented by our Accessibility Plans.

Accessibility Plans are implemented to ensure that

- the extent to which disabled pupils can participate in the curriculum is increased
- the physical environment of the schools is improved to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- the availability of accessible information to disabled pupils is improved and are published on our school website.

Parents - Any reference to a parent in this policy is a wide reference (as in education law generally) not only to a pupil's birth parents but to adoptive, step and foster parents, or other persons who have parental responsibility for, or who have care of, a pupil.

Staff includes teaching and non-teaching staff.

3. Responsibilities

The Governing Body of Riston C of E Primary School is responsible for ensuring compliance with the Equality Duty and Specific Duties as stated above. The lead Governor for this is Dr D Stork.

The head teacher is responsible for:

- Providing accurate and appropriate information to the Governing body to enable them to publish and demonstrate compliance with the Public Sector Equality Duty
- Making sure that steps are taken to address the school's stated equality objectives
- Making sure that equality and access plans are readily available and that the Governors, staff, pupils, parents and guardians know about them
- Providing regular information for staff and Governors about progress against stated equality objectives
- Making sure that all staff understand their responsibilities under the Public Sector Equality Duty and receive training and support to carry these out
- Ensuring that all policies and strategies when being developed, implemented and reviewed do not create inequality and have a positive impact by reducing and removing inequalities and barriers that may already exist.
- Taking appropriate action in cases of discrimination, harassment and victimisation

All staff are responsible for:

- Eliminating discrimination and other conduct that is prohibited by the Act
- Advancing equality of opportunity between people who share a protected characteristic and people who do not share it
- Fostering good relations across all characteristics between people who share a protected characteristic and people who do not share it
- Knowing how to deal with incidents of concern, and how to identify and challenge bias/stereotyping
- Knowing the procedures for reporting incidents of racism, harassment or other forms of discrimination

Visitors and contactors are responsible for following the Equality Policy.

4. Public Sector Duty

4.1 Information

This Policy shows the information which is relevant to the three aims of the Equality Act as required by the Public Sector Duty.

4.2 Engagement and Consultation

The following people were engaged and consulted upon in the development of the Equality Objectives

Governors

Teaching staff
Non-teaching staff
School Council
Parents

4.3 Equality Objectives

The following Equality Objectives were reviewed (January 2018) and decided upon from the analysis of information and there was a potential for improvement on equalities.

Equality Duty objectives January 2018

1. Eliminating discrimination and other conduct that is prohibited by the Act. To maintain a 'zero tolerance' approach to instances of bullying/prejudice based on any identified protected characteristic (or similar).

Success criteria:

- Zero reported cases of racial incidents
- Zero reported cases of behaviour linked to discrimination or abuse of those displaying protected characteristic to be entered in school behaviour log or reported to Governing Body

2. Advancing equality of opportunity between people who share a protected characteristic and people who do not share it. To ensure progress for pupils with SEN without a statement is good and to try and close the gap to the national average for pupils with no SEN

Success criteria:

- Data analysis in house shows that progress is in line with peers with no SEN.
- To narrow the gap for pupils without SEN overtime.

3. Fostering good relations across all characteristics - between people who share a protected characteristic and people who do not share it. To use curriculum areas and themes to promote a positive view of people who display differentiating characteristics, protected or otherwise

Success criteria:

- The success of this target will be measured through the learning and self-confidence of those in school, i.e through the achievement of the above two targets, and through the evidence gained for self-evaluation on SMSC outcomes and PSHCE work

4.4 Monitoring and Evaluating

The analysis of data and information which shows compliance to the three aims of the Equality Act will be updated annually subsequent to the date of this policy.

The progress towards the Equality Objectives will be reviewed regularly.

4.5 Publishing

In order to ensure that our equality information and objectives are easily accessible we will:

- Publish the information on the our website
- Publish the information through the school newsletter / other communications
- Highlight the information in our staff meetings
- Ensure a hard copy is available in different formats for those people who are visually impaired or EAL users where applicable

5. References

Equal Human Rights Commission, *The Essential Guide to the Public Sector Equality Duty, 2011GEO, Equality Act 2010: Specific Duties to Support the Equality Duty. What do I need to know? A Quick Start Guide for Public Sector Organisations, 2011, p.6)*

Department of Education, *Equality Act 2010, Advice for School Leaders, School Staff, Governing Bodies and Local Authorities, September 2012.*

RISTON C OF E PRIMARY SCHOOL EQUALITIES OBJECTIVES

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