



# **Equalities Policy**

**June 2016 – June 2019**

**Equalities Plan: June 2016 – June 2017**

**Reviewed by: L Cutmore / FGB**

**Plan Review Date: June 2017**

**Policy Review Date: June 2019**

**Review Date: Annually**

**Due regard has been given to The Equality Act 2010**

# Bowmansgreen Primary School

## Single Equalities Policy and Plan

The single Equalities Policy and Plan are under the one umbrella including:

- Race
- Disability
- Gender & gender reassignment
- Pregnancy & maternity
- Age
- Religion & Belief
- Sexual Orientation
- Special Educational Need



### 1. Introduction

This document, which outlines and cross references our combined equality policies and schemes, is designed to communicate the following:

- Our Diversity statement
- Our legal responsibilities in terms of race, disability, gender & gender reassignment, pregnancy & maternity, age, religion or belief and sexual orientation.
- Our particular provision for Special Educational Need
- Our intention to promote community cohesion
- Our response to recent legislations
- Our desire to fully meet statutory requirements
- An overview of some actions we have taken to date
- Our Single Equality Plan

Inclusiveness is at the heart of our equality plans and we are keen to ensure that we are an inclusive organisation that supports and promotes **Equality for All** within our, and the wider, community. We therefore welcome the Equalities duties of schools.

We have incorporated all policies into a Single Equality Policy and Plan to create a coherent framework for promoting diversity and equality within Bowmansgreen. The purpose of this document is to show how Bowmansgreen is going to promote equality for disabled pupils, staff, parents and the wider community. We believe in treating everyone fairly and we are committed to creating an environment in our school which is appropriate and accessible to all.

We aim to encourage and listen to local views and involve local people in the work of our school. We recognise that equality will only be achieved by the whole school community working together - learners, staff, governors, and parents / carers. All Bowmansgreen staff and members of the school's community have a responsibility to treat everyone fairly and to promote arrangements for people with disabilities.

### 2. National and legal context

The Equality Act 2010 which came into force in April 2011 has brought together all the current discrimination laws into one. All schools have duties to promote race, disability and gender equality. Schools also have a duty to promote community cohesion, developing good relations across groups within the community.

The 3 aims of the general duty are:

- To eliminate unlawful discrimination, harassment and victimisation by removing or minimising disadvantages suffered by people due to their protected characteristics.
- To advance equality of opportunity between people who shared a protected characteristic and those who do not, by taking steps to meet their needs where they are different from the needs of others.

- To foster good relations between those who share a protected characteristic and those who do not by encouraging participation in activities where it is disproportionately low.

### 3. School context

The achievement of pupils is monitored by race, gender and disability and the data will be used to support pupils, raise standards and ensure inclusive teaching. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment that embraces respect for all. At Bowmansgreen, we believe that diversity is a strength and as such should be celebrated by all who learn and teach here.

### 4. Equality in policy and practise

In addition to the specific actions set out in the plan, Bowmansgreen School operates equality of opportunity in its daily practice in the following ways:

#### Current Profile (April 2016)

Total pupils on roll:	400
Boys:	202
Girls:	198
Any other Asian background	8
Any other ethnic group	13
Any other mixed background	11
Bangladeshi	23
Black – African	4
Black Caribbean	2
Chinese	1
Gypsy/Roma	1
Indian	4
Italian	3
Pakistani	5
Refused	8
Traveller of Irish heritage	5
Turkish	1
White - British	262
White and Asian	10
White and Black African	9
White and Black Caribbean	11
White Other	19
Looked After Children	7
SGO	3
Pupil Premium Grant	127

## Teaching & Learning

We train staff on a variety of different areas including, pupils with PMLD, SLD, Autism, the principles of Intensive Interaction, Sensory Impairments etc. Safeguarding, Epilepsy, Eating and Drinking Training, Team Teach and communication is undertaken as part of the schools rolling programme.

- We use contextual data to improve the support we provide to individuals and groups.
- We monitor achievement data by ethnicity, gender, disability and other groups relevant to our setting and act upon findings.
- We take account of the achievement of all pupils when planning future learning and set challenging targets based on individual achievement.
- We promote equality of access and prepare pupils for life in a diverse society.
- We use materials that reflect the diversity within society, within stereotyping or adapt them to meet particular needs.
- We challenge racist and discriminatory language and attitudes.
- We celebrate aspects of different cultures.
- We seek to involve parents and carers in supporting their child's education.
- We encourage discussion of equality issues in the classroom and staff room.
- We include teaching and learning styles which are inclusive and reflect the needs of our pupils.
- Boys and girls are given the same opportunities throughout the school.
- Links with local organisations e.g. Police where men and women fulfil the same role.
- Community cohesion is promoted through all curricular areas and activities that we do within school as well as in the local community.
- Students undertake studies of specific countries in Humanities as part of a themed topic e.g. Africa, or India.
- We have a policy for Special Education Needs (SEN) in line with the recommendations in the latest national SEN code of Practice.

## Admissions and exclusions

Our admissions are via the Hertfordshire Local Authority.

Exclusions are rare and based on the School Behaviour Policy with the right to appeal.

## 5. Equal opportunities for staff

We are committed to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing and employment. All appointments and promotions are made on the basis of merit and in compliance with the law. We are concerned, where possible, that staffing reflects the diversity of the community.

## Employer duties

We need to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within the workforce.

Equality aspects relating to race, religion or belief, gender, disability, gender reassignment, sexual orientation, pregnancy & maternity and age are considered where appropriate when making appointments, changing staffing structures or allocating responsibilities, to ensure decisions are not discriminatory.

Actions to ensure this commitment is met include:

- Monitoring of recruitment and retention including bullying and harassment of staff.
- Continued professional development opportunities for staff.
- Pay is relative to experience and responsibility not to gender or sexual orientation.

## 6. Equality and the law

There are a number of statutory duties that must be met by school:

### a. Race equality

The general duty requires us to:

- Eliminate racial discrimination
- Promote equality of opportunity
- Promote good relations between people of different racial groups

Under the specific duty we will:

- Prepare and publish an equality plan
- Assess the impact, by ethnicity, of our policies on pupils, staff and parents/carers, especially the achievement levels of pupils
- Monitor the impact of policies in raising the achievement of monitoring ethnic pupils

### b. Disability

The Disability Discrimination Act 2006 defines a disabled person as someone who has "a physical or mental impairment which has a substantial or long- term adverse effect on his or her ability to carry out normal day-to-day activities."

The general duty requires schools to have due regard to the following:

- Promoting equality of opportunity between disabled people and others
- Eliminating discrimination and harassment of disabled people in relation to their disability
- Encouraging participation in public life by disabled people
- Taking steps to meet disabled people's needs, even if this requires more favourable treatment.

Under the specific duty we will:

- Prepare and publish an equality plan annually
- Review and revise this policy every three years

### c. Gender

The gender equality act places a general duty on schools to:

- Eliminate unlawful discrimination and harassment on the grounds of gender reassignment
- Promote equality of opportunity between male and female pupils and staff

Under specific duty we will:

- Prepare and publish an equality plan annually
- Review and revise this policy every three years

### d. Sexual Orientation

The Equality Act (sexual orientation) 2007 made discrimination on the grounds of sexual orientation unlawful - for schools this relates to admission and treatment of, and services to pupils.

### e. Age

Bowmansgreen is committed to promoting equality of opportunity for people of different ages. Age equality means promoting equal participation in society of people of every age.

### f. Community Cohesion

Schools and their governing bodies have a duty to promote community cohesion. This involves fostering good relations between pupils and from different races, faiths or beliefs and different socio-economic backgrounds.

## 7. Consultation and Involvement

It is a requirement that the Single Equality Plan and the actions identified in it have been informed by input from the whole school community and its stakeholders. This has been achieved through:

- Feedback from parent/carer questionnaires
- Issues raised at Annual Reviews and Parents Consultation Evenings

- Discussion at Governing Body meetings

## 8. Roles & Responsibilities

### Governors

- The governing body is committed to equal opportunities and will endeavour to ensure the school is fully inclusive and responsive to the needs of pupils
- The governing body seeks to ensure that people are not discriminated against when applying for posts at the school
- The governing body takes all responsible steps to ensure that the environment is accessible to people with disabilities and that communications from school are as inclusive as possible
- The governing body ensures that no child is discriminated against in account of race, gender or disability

### Headteacher and the Leadership Team

- The Leadership Team are responsible for implementing, communicating and monitoring the Equality plan
- The Headteacher and The Leadership Team ensure that appointments panels give due regard to the plan, so that there is no discrimination in employment opportunities
- The Leadership Team together with all the staff promote equality of opportunity when developing the curriculum
- The Leadership Team respond to incidents of bullying, racism, discrimination or unfair treatment with due seriousness

### Teaching and non-teaching staff

- All staff ensure that all pupils are treated fairly, equally and with respect, and maintain awareness of the Equality Plan
- All staff strive to provide material with positive images of race, gender and disability and challenge stereotypes
- All staff challenge incidents of prejudice, racism or homophobia and record and pass on serious incidents to the attention of The Leadership Team

## 9. Tackling Discrimination

Harassment on account of race, gender, disability or sexual orientation is unacceptable and is not tolerated within the school environment. All staff are expected to deal with discriminatory incidents: how to identify and challenge prejudice and stereotyping, and support the full range of diverse needs according to pupils' individual circumstances.

### What is a discriminatory incident?

Harassment on grounds of race, gender, disability, sexual orientation or other factors, can take many forms including verbal, physical abuse, name calling, exclusion from groups of activities, unwanted looks or comments, jokes or graffiti. A racist incident is defined as "any incident which is perceived to be racist by the victim or any other person."

Types of discriminatory incidents that can occur:

- Physical assault because of race, gender, disability or sexual orientation
- Use of derogatory names, insults or jokes
- Racist, sexist, homophobic graffiti
- Provocative behaviour such as wearing racist, sexist, homophobic badges or insignia
- Bringing discriminatory material into school
- Verbal abuse or threats
- Incitement of others to discriminate or bully due to race, gender, disability or sexual orientation
- Attempts to recruit others to discriminatory organisations or groups
- Ridicule an individual
- Refusal to cooperate with others on grounds of race, gender, disability or sexual orientation.

## 10. Review of progress and impact

The plan will be presented to the **Governing Body in June 2016 for its adoption**. It is part of a rolling programme of policy review. In line with legislation, we will review the plan on an annual cycle. We will review the policy every three years. We make regular assessments of pupils to track progress and as part of this process we monitor achievement by race, gender and disability, to ensure all are making the best progress possible and take action to address any gaps.

## 11. Publishing the plan

In order to meet the statutory requirements, we will:

- Publish our plan on the school website
- Include the plan in the Headteacher's Report to Governors
- Raise awareness of the plan through the school newsletter, and staff meetings
- Make sure hard copies are available

## The Bowmansgreen School Equalities Information 2016

The Public Sector Equality Duty 2012 has three aims under the general duty for school/ academies and settings:

- 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 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 in other activities where their participation is disproportionately low.

Our school has considered how well we currently achieve these aims with regard to the protected equality groups:

Race, disability, sex, gender reassignment, age, pregnancy and maternity, religion and belief, sexual orientation.

In compiling this equality information we have:

- Examined how our school engages with the protected groups, identifying where practice could be improved
- Analysed our effectiveness in terms of equality

### 1. Summary of our equalities evidence

- In relation to RACE and DISABILITY the evidence we hold tells us: the majority of our pupils are making similar progress.
- In relation to GENDER REASSIGNMENT, the evidence we hold tells us: we have no identified group
- In relation to AGE, the evidence tells us: we do not discriminate in relation to age
- In relation to PREGNANCY & MATERNITY, the evidence we hold tells us: we do not discriminate
- In relation to RELIGION & BELIEF, the evidence we hold tells us: those with no religion are achieving slightly less than other groups.
- In relation to SEXUAL ORIENTATION, the evidence we hold tells us: we have no identified group

### 2. Summary of how we currently engage with protected groups

- In relation to RACE, our self-evaluation informs us that we are engaging well with all groups of different ethnicity
- In relation to DISABILITY, our self-evaluation tells us: we are engaging and supporting well
- In relation to GENDER REASSIGNMENT, our self-evaluation tells us: we have no identified group
- In relation to age, our self-evaluation tells us: we do not discriminate
- In relation to PREGNANCY & MATERNITY, our self- evaluation tells us: we do not discriminate
- In relation to RELIGION & BELIEF, our self-evaluation tells us that pupils of all religions are effectively engaged within our school and there is no discrimination.
- In relation to SEXUAL ORIENTATION, our self-evaluation tells us: we have no identified group

### 3. Summary of our Equality Analysis (i.e. how effective and influential we think we currently are in achieving the 3 aims of this duty for each of the protected groups)

- In relation to RACE, our judgement is very good
- In relation to DISABILITY, our judgment is very good
- In relation to SEX, our judgment is very good

- In relation to GENDER REASSIGNMENT, our judgement is not applicable at present
- In relation to AGE, our judgement is very good
- In relation to PREGNANCY & MATERNITY, our judgement is very good
- In relation to RELIGION & BELIEF our judgement is very good
- In relation to SEXUAL ORIENTATION our judgement is not applicable at present

## The Bowmansgreen School Equalities Plan 2016 – 2017

Strand	Action	How will it be monitored?	Key Staff	Time	Success Indicators
All	Publish and promote the Equality Plan through the school website, newsletter and staff email.	Feedback from Governors, Staff / parents / carers	Leadership Team	By June 2016	All stakeholders aware of the policy
All	Policy to be reviewed / updated in June 2019 (sooner if required)	Practice matches policy	Leadership Team/ Governors	June 2019	Staff adhering to the principles of the policy
All	Monitor and analyse pupil progress by race, gender etc and act upon any trends that indicate additional support may be required.	Data analysis and feedback from staff.	Leadership Team / Governors All teaching staff.	Termly	Identified trends reported and actioned
All	Further develop curriculum to promote diversity	Whole school self review process	Leadership Team Curriculum Co ordinators	Ongoing	Diversity inherent within all curricular areas
All	Continue to celebrate cultural events throughout the year to raise pupil awareness	Photographic / video evidence, school displays, planning, website information	All teaching staff	Ongoing	Pupils raised awareness and engagement

**This Single Equalities Plan will be updated annually and action taken reported to the Governing Body each Summer.**

**The full policy will be reviewed and updated in May 2019 and the plan will be renewed and updated by May 2017 (sooner if required.)**