



St Mark's

CE Primary

School

Equality Policy

Policy Statement and Guidelines

Policy Date: Autumn 2018

Review Date: Autumn 2020



The Rights Respecting Schools Award (RRSA) recognises achievement in putting the United Nations Convention on the Rights of the Child (CRC) at the heart of a school's planning, policies, practice and ethos. A rights-respecting school not only teaches about children's rights but also models rights and respect in all its relationships: between teachers / adults and pupils, between adults and between pupils and as a Rights Respecting School we work and learn together as a respectful community.

Introduction

At St Mark's Church of England Primary School, we believe that everyone within our school community should be provided with the same opportunities. We believe our school should provide a happy, safe and caring environment where every individual is valued and respected. We aim to foster strong, healthy relationships that show awareness, knowledge, understanding and acceptance of the individual needs of others. Discrimination, harassment or victimisation on any grounds will not be tolerated and all students, staff and parents and carers are made aware of this.

The Church of England states that:

Church of England Schools have at their heart a belief that all children are loved by God, are individually unique and that the school has a mission to help each pupil to fulfil their potential in all aspects of their personhood: physically, academically, socially, morally and spiritually. Our aim is that all may flourish and have an abundant life. Schools have a duty to try to remove any factor that might represent a hindrance to a child's fulfilment. We want all pupils to willingly engage in learning in a safe and welcoming environment.

At St Mark's we are committed to ensuring the participation of **all** our children in the community, curriculum, wider curriculum and culture of the school and aim to provide a broad, balanced, relevant and challenging curriculum through which all children are prepared for a culturally diverse and multi-ethnic society and all have the opportunity to reach their full potential.

All schools have a duty to comply with a large and complex suite of equality legislation. The Single Equality Scheme has been devised to ensure that all our Policies and practices meet with all the legislative requirements. In particular, the Equality Act 2010, which provides single, consolidated source of discrimination law. In respect of this and in consideration of the general duty, this scheme has due regard to the need to:

- Eliminate unlawful discrimination, harassment and victimisation
- Advance equality of opportunity between people who share a protected characteristic* and those who do not. In particular, to the need to:

- a) remove or minimise disadvantages suffered by persons who share a protected characteristic that are connected to that characteristic;
 - b) take steps to meet the needs of persons who share a relevant protected characteristic that are different from the needs of persons who do not share it;
 - c) encourage persons who share a relevant protected characteristic to participate in public life or in any other activity in which participation by such persons is disproportionately low.
- Foster good relations between people who share a protected characteristic and those who do not. In particular, to the need to;
 - a) tackle prejudice, and
 - b) promote understanding

(*Protected characteristics are explained in more detail in Appendix A.)

St Mark's Church of England Primary School's Single Equality Scheme reflects the general and specific duties on schools are detailed in Equality Act 2010. It brings together school objectives for Disability, Race and Gender Equality, thus meeting the school's statutory duties in these areas. It also begins to consider how the school develops its approach to equality, diversity and community cohesion for all our pupils, staff, parents and carers, and the wider community. We are committed to responding to all diversity related legislation and feel that a single equality scheme is the best mechanism for achieving this.

This Single Equality Scheme has been developed collaboratively and is the result of St Mark's Church of England Primary School working with pupils, staff, parents and carers, and school governors. A number of consultations, discussions, both formal and informal, have been held with a variety of our stakeholders. We have ensured that the contributions of all are valued and have responded both verbally and in writing to ideas and suggestions of parents and carers.

The scheme also highlights how the school has worked with and listened to the staff, pupils, parents and carers to inform development of this policy and its related action plan, and the need and commitment required to ensure the scheme is a success.

This scheme is intended to cover all pupils, staff and parents with particular reference to the nine "protected characteristics: sex, race, disability, religion or belief, sexual orientation, gender reassignment, pregnancy or maternity, age, being married or in a civil partnership.

Roles and Responsibilities for Implementing the Single Equality Scheme

The Head Teacher will:

- ensure that staff and parents are informed about the Single Equality Scheme

- ensure that the scheme is implemented effectively and is embedded in to the culture of the school
- review the scheme every two years
- manage any day to day issues arising from the policy whether for pupils or for the school as an employee
- ensure staff have access to training which helps to implement the scheme
- liaise with external agencies regarding the policy so that the school's actions are in line with the best advice available
- monitor the scheme and report to the governing body at least annually, on the effectiveness of the policy
- ensure that the Senior Leadership Team are kept up to date with any development/action plan arising from the policy
- provide appropriate support and monitoring for any pupils for whom the scheme has direct relevance with assistance from relevant agencies.

The Governing Body will:

- support the Head Teacher in implementing any actions necessary
- inform and consult the parents about the scheme
- evaluate and review this scheme every two years

The Parent/Carers will:

- have access to the scheme
- be encouraged to support the scheme and adopt its principles
- have the opportunity to attend any meetings/awareness raising sessions to the scheme
- have the right to be informed of any incident related to this scheme which could directly affect their child

School Staff will:

- accept that this is a whole school issue and support the Single Equality Scheme
- engender and embody the principles of the scheme
- be aware of the Single Equality Scheme and how it relates to them

Pupils will:

- be involved in and made aware of the scheme
- be expected to act in accordance, appropriately to age and ability with principles of the scheme.

Disability Equality

Key Issue	How identified
Staff identifying training requirements regarding specific physical disabilities of children they teach/support in order to ensure full inclusion of children in all areas of school life.	Staff audit Advice from SAOS, SIP, SENCO, other Agencies LA

Good practice	Evidence
Accessibility Plan in place, reviewed annually by SLT.	Accessibility Plan
Rigorous monitoring of all children's progress, comparisons made between specific groups of children, including SEN population. Analysis of progress informs provision within the school.	Progress and tracking data.
Annual audit of staff training needs for SEN/disability	Audit and analysis Staff development record

Race Equality

Key Issue	How identified
Diverse community – need to ensure tolerance of many faiths, beliefs and cultures, effects of stereotyping and prejudice.	Census data
Good practice	Evidence
Policy to Promote Race Equality and Cultural Diversity	Curriculum inclusion of race equality and cultural diversity

Gender Equality

Good practice	Evidence
Rigorous monitoring of all children's progress; comparisons made between specific groups of children including gender. This has resulted in changes to the	Progress and tracking data Medium term plans Short term planning

curriculum to ensure it is engaging; a focus on learning styles to ensure we are meeting the needs of all learners.	
All school policies are mindful of gender issues and promote gender equality	School policies
Promote gender equality within our workforce	Recruitment procedures
Actively promote parenting by both parents/carers	Twitter account, Family Learning, Stay and Play
Equal Opportunity Policy	Policy document

Age, Faith & Belief and Sexual Orientation

Good practice	Evidence
Recruitment procedures	See recent recruitment information and person specifications
Our school uniform is fair and reasonable and takes account of pupils from particular religious groups.	School induction information

Discrimination and Harassment

These are the positive steps we have taken to tackle discrimination within our school.

Good practice	Evidence
Incidents of discrimination and/or harassment are dealt with promptly and in line with the school policy	Incident reports and returns to LA
The school has adopted the SCC Policies and works within the SCC guidance	Whistleblowing Policy SCC Statutory policies
The school has a robust anti-bullying policy and procedures which are rooted in Restorative Practices and fair process	

Equality Objectives

The implementation of this scheme has identified specific actions from the following nine “protected characteristics”: sex, race, disability, religion or belief, sexual orientation, gender

reassignment, pregnancy or maternity, age, being married or in a civil partnership, that will enable the school to move forward in promoting the diversity agenda and achieve the equality objectives.

We have considered the information collected above and have identified key objectives that our school will focus on this year. These objectives will help us to meet the three arms of the general duties required in the Equality Act 2010 to:

- Eliminate unlawful discrimination
- Advance equality of opportunity
- Foster good relations

Our equality objectives are:

- 1. To ensure all our pupils attend school regularly and on time and reach the National Average of 96% for all.**
- 2. To ensure all pupils each age related national expectations.**
- 3. To promote spiritual, moral social and cultural development through all appropriate curricular arears to enable our children to develop an understanding of other cultures and beliefs and challenge prejudice.**

These actions are referred to the Governors annually.

Single Equality Action Plan: November 2018 – November 2020

Objective	Actions	Who will be involved?	Timescale	How will we measure our success?
To ensure all pupils attend school regularly and on time and achieve the target of 96% for all groups	Raise profile of attendance – newsletters, half termly reviews – children below 90% - action plan	Head Teacher Lead Practitioner for Vulnerable Pupils Admin /attendance Officer Education Welfare Officer	On-going Half termly – 6 week review	No child on PA All identified groups at 96%
To continue to promote spiritual, moral, social and cultural	Revised syllabus for RE Key Values prominence	SLT RE/PSHCE LEAD	On-going	Children have factual knowledge about other faiths and cultures

development through all appropriate curricular areas to enable our children to develop an understanding of other cultures and challenge prejudices.	through assemblies Global links			Community is tolerant and stereotypes/prejudice are challenged from within.
<p>Monitoring arrangements: Equality issues recorded and leaders informed.</p>				
<p>Review dates: Accessibility Plan due to be reviewed Autumn 2020</p>				

Appendix A:

Protected characteristics

The protected characteristics for the schools provisions are:

- Disability
- Gender reassignment
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation.

Age and marriage and civil partnership are **NOT** protected characteristics for the schools provisions.

Disability

A person is a disabled person (someone who has the protected characteristic of disability) if they have a physical and/or mental impairment which has what the law calls “a substantial and long-term adverse effect of their ability to carry out normal day-to-day activities”.

There is no need for a person to have a medically diagnosed cause for their impairment; what matters is the effect of the impairment not the cause.

In relation to physical impairment;

- Conditions that affect the body such as arthritis, hearing or sight impairment (unless this is correctable by glasses or contact lenses), diabetes, asthma, epilepsy, conditions such as HIV infection, cancer and multiple sclerosis, as well as loss of limbs or the use of limbs are covered.
- HIV infection, cancer and multiple sclerosis are covered from the point of diagnosis.
- Severe disfigurement (such as scarring) is covered even if it has no physical impact on the person with the disfigurement, provided the long-term requirement is met (see below).
- People who are registered as blind or partially sighted, or who are certified as being blind or partially sighted by a consultant ophthalmologist, are automatically treated as disabled under the Act.

Mental impairment includes conditions such as dyslexia and autism as well as learning disabilities such as Down’s syndrome and mental health conditions such as depression and schizophrenia.

The other tests to apply to decide if someone has the protected characteristic of disability are:

- The length the effect of the condition has lasted or will continue: it must be long term. “Long term” means that an impairment is likely to last for the rest of the person’s life, or has lasted at least 12 months or where the total period for which it lasts is likely to be at least 12 months. If the person no longer has the condition but it is likely to recur or if the person no longer has the condition, they will be considered to be a disabled person.
- Whether the effect of the impairment is to make it more difficult and/or time-consuming for a person to carry out an activity compared to someone who does not have the impairment, and this causes more than minor or trivial inconvenience.
- If the activities that are made more difficult are “normal day-to-day activities at work or a home.
- Whether the condition has this impact without taking in to account the effect of any medication the person is taking or any aids or assistance or adaptations they have, like a wheelchair, walking stick, assistance dog or special software on their computer. The exception to this is the wearing of glasses or contact lenses where it is the effect while the person is wearing glasses or contact lenses, which is taken in to account.

For example:

Someone who has ADHD might be considered to have a disability even if their medication controls their condition so well that they rarely experience any symptoms, if without the medication the ADHD would have long-term adverse effects.

Progressive conditions and those with fluctuating or recurring effects are included, such as depression, provided they meet the test of having a substantial and long-term adverse effect on a person’s ability to carry out normal day-to-day activities.

Gender reassignment

Gender reassignment is personal process (rather than a medical process) which involves a person expressing their gender in a way that differs from or is inconsistent with the physical sex they were born with.

This personal process may include undergoing medical procedures or, as is more likely for school pupils, it may simply include choosing to dress in a different way as part of the personal process of change.

A person will be protected because of gender reassignment where they:

- make their intention known to someone – it does not matter who this is, whether it is someone at school or at home or someone like a doctor:
 - once they have proposed to undergo gender reassignment they are protected, even if they take no further steps or they decide to stop later on
 - they do not have to have reached an irrevocable decision that they will undergo gender reassignment, but as soon as there is a manifestation of this intention they are protected
- start or continue to dress, behave or live (full-time or part-time) accordingly to the gender they identify with as a person
- undergo treatment related to gender reassignment, such as surgery or hormone therapy, or
- have received gender recognition under the Gender Recognition Act 2004.

It does not matter which of these applies to a person for them to be protected because of the characteristic of gender reassignment.

This guidance uses the term “transsexual person” to refer to someone who has the protected characteristic of gender reassignment.

Pregnancy and Maternity

The Act lists pregnancy and maternity as a protected characteristic.

Pregnancy is the condition of being pregnant or expecting a baby. Maternity refers to the period after the birth, and is linked to maternity leave in the employment context.

It is discrimination to treat a woman (including a female pupil of any age) less favourably because she is or has been pregnant, has given birth in the last 26 weeks or is breastfeeding a baby who is 26 weeks or younger.

It is direct sex discrimination to treat a woman (including a female pupil of any age) less favourable because she is breastfeeding a child who is more than 26 weeks old.

Race

Race means a person's:

- colour, and/or

- nationality (including citizenship), and/or
- ethnic or national origin

and a racial group is composed of people who have or share a colour, nationality or ethnic or national origins.

A person has the protected characteristic of race if they belong to a particular racial group, such as “British people”.

Racial groups can comprise two or more racial groups such as “British Asians”

Religion or Belief

The protected characteristic of religion or belief includes any religion and any religious or philosophical belief. It also includes a lack of any such religion or belief.

A religion need not be mainstream or well known to gain protection as a religion. It must, though, be identifiable and have a clear structure and belief system. Denominations or sects within religions may be considered a religion. Cults and new religious movements may also be considered religions or beliefs.

Belief means any religious or philosophical belief and includes lack of belief.

Religious belief goes beyond beliefs about and adherence to a religion or its central articles of faith and may vary from person to person within the same religion.

A belief which is not a religious belief may be a philosophical belief, such a humanism or atheism.

A belief need not include faith or worship of a god or gods, but must affect how a person lives their life or perceives the world.

For a belief to be protected by the Equality Act:

- It must be genuinely held
- It must be belief and not an option or viewpoint based on information available at the moment
- It must be a belief as to a weighty and substantial aspect of human life and behaviour
- It must attain a certain level of cogency, seriousness, cohesion and importance.
- It must be worthy or respect in a democratic society
- It must be compatible with human dignity and not conflict with the fundamental rights of others.

Sex

A person's sex refers to the fact that they are male or female. In relation to a group of people, it refers to either men or woman or boys or girls.

Sexual Orientation

Sexual orientation means the attraction a person feels towards one sex or another (or both), which determines who they form intimate relationships with or are attracted to.

- Some people are only attracted to those of the same sex (lesbian women and gay men).
- Some people are attracted to people of both sexes (bisexual people)
- Some people are only attracted to the opposite sex (heterosexual people).

Everyone is protected from being treated worse because of sexual orientation, whether they are bisexual, gay, lesbian or heterosexual. Sexual orientation discrimination also covers discrimination connected with manifestations of that sexual orientation.

Age

Where this is referred to, it refers to a person belonging to a particular age (e.g. 32 years olds) or range of ages (e.g. 18 – 30 years old).

Marriage and Civil Partnership

Marriage is defined as a “union between a man and a woman”. Same-sex couples can have their relationship legally recognised as “civil partnerships”. Civil partners must be treated the same as married couples on a range of legal matters.

Related policies and procedures include:

- Behaviour Policy
- Learning and Teaching Policy
- Whistleblowing Policy
- SEN Policy
- Anti-bullying Policy
- Intimate Care Policy
- Child Protection Policy
- Safeguarding Policy