



Single Equality Policy

'In these stone horizons sing'
(Gwyneth Lewis, Welsh poet)

At Maybury 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 which 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.

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.

Introduction

All schools have a duty to comply with a large and complex suite of equality legislation. This 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 a 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.)

Maybury Primary School's Single Equality Scheme reflects the general and specific duties on schools as detailed in Equality Act 2010. 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 highlights how the school has worked with and listened to the staff, pupils, parents and carers and school governors 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 Headteacher will:

- ensure that staff and parents are informed about the Single Equality Scheme
- ensure that the scheme is implemented effectively and is embedded into the culture of the school
- review the scheme every 4 years and how our school complies on a yearly basis

- 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 SLT 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 Principal in implementing any actions necessary
- inform and consult about the parents about the scheme
- evaluate and review this scheme every four 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

School Context

Our relentless commitment to inclusion and securing equality of access for all is underpinned by our understanding of the context in which we work and the range of vulnerable children and families. Maybury is located in an area of high social deprivation -92.4% of households are categorised within 10% of the most deprived households nationally. The percentage of pupils eligible for free school meals is 47% which is above both the Local Authority and England averages.

Maybury currently has more than 250 children on roll from 3 to 11 years. Rates of mobility were historically high but over the past few years have declined to be in line with national figures, due to the popularity of the school.

20% of our children are identified as having SEND and these are becoming increasingly complex.

The number of pupils at the school with English as an additional language is lower than the national average but this is increasing. The main language spoken, other than English, is Polish and Kurdish, although in total we currently support 9 discrete language groups.

School data shows that a substantial proportion of children enter our school well below the developmental band typical for their age. Speech and language delay is a particular concern. This trend shows no sign of decline.

Mainstreaming equality into policy and practice

As well as the specific actions set out beneath this plan, the school operates equality of opportunity in its day to day practice in the following ways:

Teaching and learning

We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, we will:

- Use contextual data to improve the ways in which we provide support to individuals and groups of pupils;
- Monitor achievement data by ethnicity, gender and disability and action any gaps;
- Take account of the achievement of all pupils when planning for future learning and setting challenging targets;
- Ensure equality of access for all pupils and prepare them for life in a diverse society;
- Use materials that reflect the diversity of the school, population and local community in terms of race, gender and disability, without stereotyping;
- Promote attitudes and values that will challenge racist and other discriminatory behaviour or prejudice;
- Provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures;
- Seek to involve all parents in supporting their child's education;
- Encouraging classroom and staffroom discussion of equality issues which reflect on social stereotypes, expectations and the impact on learning;
- Including teaching and classroom-based approaches appropriate for the whole school population, which are inclusive and reflective of our pupils.

Admissions and Exclusions

Our admissions arrangements are fair and transparent and do not discriminate on race, gender, disability or socio-economic factors.

Exclusions remain a last resort in our school. They are based on our school's behaviour policy. There have been no permanent exclusions in the past 10 years and fixed term exclusions are very low.

Equal Opportunities for Staff

This section deals with aspects of equal opportunities relating to staff at Maybury Primary School.

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 staff appointments and promotions are made on the basis of merit and ability and in compliance with the law. However we are concerned to ensure wherever possible that the staffing of the school reflects the diversity of our community.

Employer duties

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

Equality aspects such as gender, race, disability, sexual orientation, gender re-assignment and faith or religion are considered when appointing staff and particularly when allocating Teaching and Learning Responsibilities (TLR) or re-evaluating staff structures, to ensure decisions are free of discrimination.

Actions to ensure this commitment is met include:

- Monitoring recruitment and retention including bullying and harassment of staff;
- Continued professional development opportunities for all staff;
- Senior Leadership Team support to ensure equality of opportunity for all.
- Monitoring of Performance Management / Pay Progression by the Governing Body.

Equality and the law

There are a number of statutory duties that must be met by every school in line with legislation from the Race Relations (Amendment) Act (2000), Disability Equality Duty (2005) and Equality Act (2006).

The action plan at the end of this Equality Plan outlines the actions Maybury Primary School will take to meet the general duties detailed below.

Disability Equality

This section should be read in conjunction with the school's Special Educational Needs Policy and Accessibility Strategy.

Definition of Disability

The Disability Discrimination Act 2005 (DDA) 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 DDA 2005 has also extended the definition of disability as follows:

- People with HIV, multiple sclerosis and cancer (although not all cancers) are deemed disabled before they experience the long-term and substantial adverse effect on their activities;
- Section 18 has been amended so that individuals with a mental illness no longer have to demonstrate that it is "clinically well-recognised", although the person must still demonstrate a long-term and substantial adverse impact on his/her ability to carry out normal day-to-day activities.

Legal duties

The Disability Discrimination Act (DDA) 2005 placed a general duty on schools, requiring them to have due regard for the following when carrying out and delivering services:

- Promoting equality of opportunity between disabled people and other people;
- Eliminating discrimination and harassment of disabled people that is related to their disability;
- Promoting positive attitudes towards disabled people;
- Encouraging participation in public life by disabled people;
- Taking steps to meet disabled people's needs, even if this requires more favourable treatment.

What we do	Evidence
Accessibility Plan in place which aims to: <ul style="list-style-type: none"> • Increase the extent to which disabled pupils can participate in the curriculum; • Improve the physical environment of our school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided; • Improve the availability of accessible information to disabled pupils, 	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 to ensure that disabled learners are not excluded, disadvantaged or marginalised	Progress and Tracking data Long term, medium and short term planning Individual SEND Planning folders
Policy and practice promotes positive attitudes towards disabled people, and good relations between disabled and non-disabled people	Policies Curriculum plans Awards e.g. Humber Disability Sports Award 2017 School of the Year
Annual audit of staff training needs for SEN/disability to ensure that the needs of SEND children are met	Audit and analysis Staff Development
Recruitment of staff: promotion of disability equality within our workforce. Reasonable adjustments are made for disabled staff	Recruitment process. Personnel records
SEND Offer	Document
SEND Policy	Policy Document
Inclusion Policy	Policy Document

Race Equality

This section of the plan reflects the general and specific duties of schools as detailed in The Race Relations Act 1976 and as amended by The Race Relations (Amendment) Act 2000. The General Race Equality Duty requires us to have due regard to the need to:

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

What we do	Evidence
Promote Race Equality and Cultural Diversity via the curriculum and through the promotion of British Values of tolerance and respect to ensure that all learners whatever their ethnic, cultural or religious background benefit.	Curriculum planning
Provide information in other languages. Employment of a Polish TA to support children and families	Employment of translators as necessary
Recruitment of staff: promotion of race and equality within our workforce through the recruitment process.	Recruitment process. Personnel records
Equal opportunity Policy – staff and pupils	
Inclusion Policy	Policy Document

Gender Equality

The Gender Equality Duty 2006 places a general and specific duty on schools to eliminate unlawful discrimination and harassment on the grounds of gender and to promote equality of opportunity between female and male pupils and between women and men and transgender people.

Under our general duty we will actively seek to:

- Eliminate unlawful discrimination and harassment on grounds of sex and gender reassignment;
- Promote equality between men and women

What we do	Evidence
Rigorous monitoring of all children's progress; comparisons made between specific groups of children including gender. This has resulted in changes to the curriculum as necessary to ensure that it is engaging; staff being aware of their girl/boy balance within the class and planning accordingly; understanding of learning styles to ensure we are meeting the needs of all learners; sports and other activities i.e. school football/netball teams are not gender specific and involve both boys and girls.	Progress and tracking data Medium and short term planning
All school policies are mindful of gender issues and promote gender equality	School policies
Recruitment procedures support promotion of gender equality within our workforce	Recruitment procedures
Promote parenting by both parents/carers	Family learning Contact for parents evenings/discussions actively promote discussion with both parents
Promote British values of individual liberty, respect	School practice
Equal opportunity Policy	Policy Document
Inclusion Policy	Policy Document

Age, Faith & Belief and Sexual Orientation

The Equality Act 2006 made provision for regulations to be introduced to extend protection against discrimination on grounds of religion or belief to sexual orientation.

The Equality Act (Sexual Orientation) Regulations 2007 came into force on 30 April 2007, and they make discrimination unlawful in the area of goods, facilities and services on grounds of sexual orientation. For schools this means admissions, benefits and services for pupils and treatment of pupils.

What we do	Evidence
Recruitment procedures support employment of individuals regardless of age, faith & belief and Sexual Orientation	Personnel Records Recruitment process
Promote environment which values learning and all students equally	School policies Curriculum
Ensure that policies and curriculum benefit all learners whatever their age, faith & belief or sexual orientation	Values and ethos of school Curriculum planning
Inclusion Policy	Policy Document

Discrimination and Harassment

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 any discriminatory incidents that may occur. They are expected to know how to identify and challenge prejudice and stereotyping; and to support the full range of diverse needs according to a pupil's individual circumstances.

What we do	Evidence
Incidents of discrimination and/or harassment are dealt with promptly and in line with the MAT or school policy	Incidents recorded through CPOMS Bullying register/log
Implement policies and procedures which communicate clearly and explicitly the positive steps we take to tackle discrimination within our school	Whistleblower Policy Anti-bullying policy

Single Equality Scheme Action Plan 2018-19

Action	Success Criteria (Outcomes)	Timescale	Responsibility
Share updated policy in staff meeting 29.01.18	All staff aware of policy and how to ensure implementation	Staff meeting 29.01.18	HT (report to GB)
Publish updated policy on website, newsletters	All stakeholders aware of plan and how this translates into school practice	January onwards	HT (report to GB)
Continue to monitor and analyse pupil achievement by race, gender and disability	Provide timely intervention if trends/patterns in the information suggest additional support for pupils is required – no gaps in performance between groups of pupils	Daily assessments Termly analysis	HT AHTs Class teachers and subject leaders- reported to GB
Develop provision which meets the needs of an increasing number of children with complex needs – particularly in terms of accessing the curriculum	Children identified Provision adapted to meet their need Identified children access provision adapted to their need	Ongoing through daily assessments and termly analysis and when child is admitted to the school	SEND Leader with class teachers reporting to HT and GB
Develop the cultural events throughout the year e.g. Divali, Christmas in the school calendar Implement through assemblies and PSHCE curriculum	Continue to increase pupils' awareness of different communities	Ongoing planned throughout the year	PSHCE leader reporting to HT and GB
Review material available in school to address the range of issues- replenish and develop as necessary	Resources available reflect all aspects of the community	Ongoing January 2018 – July 2018	PSHCE lead with English Lead
Review and update Accessibility Plan	Accessibility plan updated in line with guidance or earlier in response to need	January 2018	HT – report to GB
Review Bullying and Harassment Policy and publish	Ensure school's procedures are clear and known by all stakeholders	Spring Term 2018	HT – report to GB

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 on 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 at home.
- Whether the condition has this impact without taking into account the effect of any medication the person 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 the glasses or contact lenses, which is taken into account.

E.g. 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 a 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) according 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 favourably 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 a 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 as 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 a belief and not an opinion 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 of 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 women or to either 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 year olds) or range of ages (e.g. 18 - 30 year olds).

Marriage and civil partnership

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

Related policies and procedures include:

- Whistleblowers Policy
- SEN policy
- Anti Bullying policy
- Personal and Intimate Care
- Collective Worship
- Curriculum Statement and Policies
- Accessibility Plan
- First Aid Policy

Policy reviewed and revised: January 2018

Adopted by Governors: February 2018

Review Date: January 2019

Everyone at Maybury will teach our children to learn and empower them to broaden their horizons.