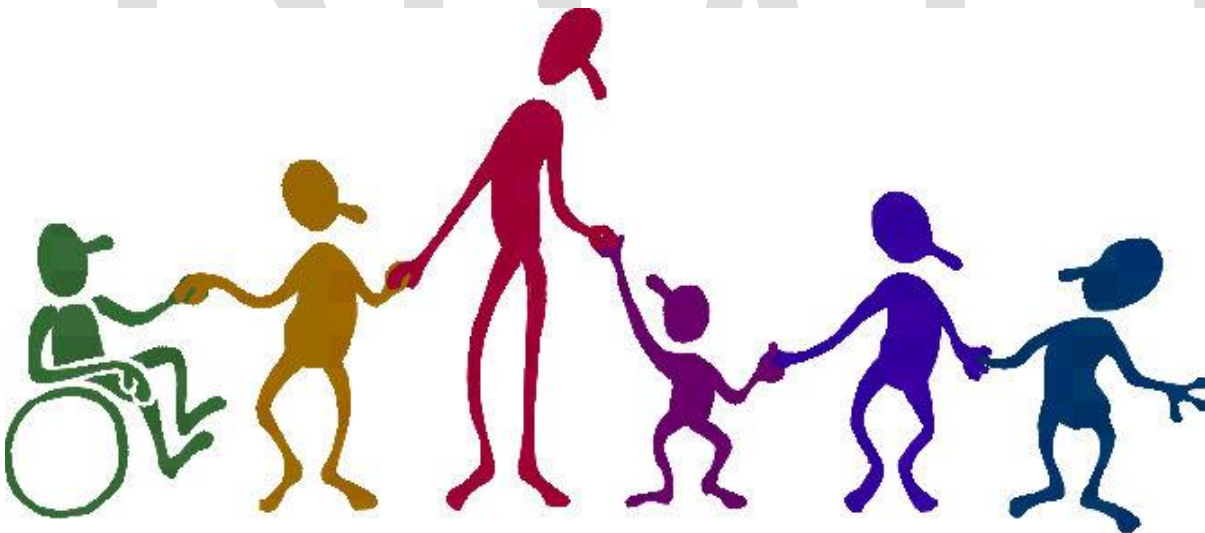




COURT LANE INFANT SCHOOL SINGLE EQUALITY POLICY

This policy reflects the Equality Act 2010 which harmonises and replaces previous legislation including the Race Relations Act 1976, Disability Discrimination Act 1995, Gender Recognition Act 2004 and Sex Discrimination Act 1975. The policy therefore supersedes all previous school policies on Disability, Ethnicity (i.e., Race) and Gender. Through this policy Court Lane Infant School will fulfil its public duty to have due regard to the need to eliminate unlawful discrimination, advance equality of opportunity, and foster good relations in connection with disability, ethnicity, gender, religion, sexual identity, and where appropriate, age (applicable to employees only). The guiding principles in this policy refer to all individuals and therefore are equally applicable to pupils, staff, governors in addition to visitors to Court Lane Infant School.



Legal

framework

Duties as identified in the Equality Act 2010 and its Schedules. There are nine equality strands (known as Protected Characteristics):

- disability;
- ethnicity (including Gypsy and Traveller groups);
- gender;
- gender identity and transgender;
- faith, religion and belief;
- marriage and civil partnership;
- sexual orientation (homophobia);
- pregnancy and maternity;
- age.

Each relates to direct discrimination, discrimination by association, discrimination by perception, indirect discrimination; harassment and victimization. Court Lane Infant School will seek to achieve positive action in respect of the Act.

All schools have a duty to comply with the Equality Act 2010 and the Public Sector Duties, and failure to do so could result in legal action against the school's Governing Body. Employees of the school acting on behalf of the Governing Body are also liable for their own discriminatory actions.

Court Lane Infant School is mindful of the Public Sector Equality Duty which came into force on 5 April 2011, and will publish relevant information on the school's website:

- (i) Equality Information by 31 December 2011 (for schools with more than 150 employees although this does not currently apply to our school).
- (ii) our Equality Objectives from 6 April 2012 and to monitor, and report upon these annually.

Court Lane Infant School will take steps to advance the equality of opportunity, foster good relations and eliminate discrimination or harassment across all the protected characteristics.

Good Practice

1. We strive to achieve a cohesive school community and expect that people respect one another and behave with consideration to one another, and that parents feel fully engaged in the school.
2. We aim to enhance a wider sense of community locally, as well as in the context of the UK and the World communities.
3. We support the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998. Through our policies and actions we undertake to ensure that every child and young person is healthy, safe, is able to enjoy and achieve in their learning experience, and is able to contribute to the wider community.
4. We consider it prudent and sensible to maintain the practice of logging racist incidents and reporting them to the LA. We monitor and log incidents that discriminate against children and young people or adults in our school with protected characteristics, e.g., homophobic bullying. We also monitor and log all bullying incidents including directed towards those with special educational needs.

5. Guiding principles

In fulfilling the legal obligations and establishing our school ethos, we are guided by 9 principles:

Principle 1: All people are of equal value

We see all people as of equal value:

- whether or not they are disabled,
- whatever their ethnicity, culture, religious affiliation, national origin or national status,
- whatever their gender or gender identity,
- whatever their sexual identity.

Principle 2: We recognise and respect difference

Treating people equally (Principle 1 above) does not necessarily involve treating them all the same. Policies, procedures and activities must not discriminate but must nevertheless take account of differences of life-experience, outlook and background, and in the kinds of barrier and disadvantage which people may face, in relation to:

- learning
- disability, so that reasonable adjustments are made;
- ethnicity, so that different cultural backgrounds and experiences of prejudice are recognised;
- gender, so that the different needs and experiences of girls and boys, women and men are recognised;

- sexual identity.

Principle 3: We foster positive attitudes, open mind sets, build strong relationships with a shared sense of responsibility and belonging

Policies, procedures and activities promote:

- positive attitudes and actions towards disabled people, good relations between disabled and non-disabled people, and an absence of harassment of disabled people;
- positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, religious affiliation, national origin or national status, and an absence of prejudice related bullying and incidents;
- treat others with respect and dignity and good relations between boys and girls, women and men and an absence of sexual and homophobic harassment.
- seek to involve all parents (with PR) in supporting their child's education

Principle 4: We observe good equalities practice in staff recruitment, retention and development

Policies and procedures benefit all employees and potential employees, for example in recruitment, retention, promotion and in continuing professional development:

- whether or not they are disabled;
- whatever their ethnicity, culture, religious affiliation, national origin or national status;
- whatever their gender and sexual identity and with full respect for legal rights relating to pregnancy and maternity.

Appointments and promotions are made on the basis of merit and ability and in compliance with the law

Principle 5: We aim to reduce and remove inequalities and barriers that already exist

In addition to avoiding or minimising possible negative impacts of our policies, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist between:

- disabled and non-disabled;
- people of different ethnic, cultural and religious backgrounds;
- girls and boys, women and men;
- gay people as well as heterosexual.

Principle 6: We consult and involve widely

People affected by a policy or activity should be consulted and involved in the design of new policies and in the review of existing ones. Consultation involves:

- disabled and non-disabled;
- people of different ethnic, cultural and religious backgrounds;
- girls and boys, women and men;
- gay people as well as heterosexual.

Principle 7: We address prejudice and prejudice related bullying

We oppose all forms of prejudice which stand in the way of fulfilling the legal duties listed above:

- prejudices around disability and special educational needs;

- prejudices around racism and xenophobia, including those that are directed against religious groups and communities, for example anti-Semitism and Islamophobia, and those that are directed against Travellers, migrants, refugees and people seeking asylum;
- prejudice reflecting sexism or homophobia.

Principle 8: Society as a whole should benefit

Policies and activities should benefit society as a whole, both locally and nationally, by fostering greater social cohesion and greater participation in public life of:

- disabled and non-disabled;
- people of different ethnic, cultural and religious backgrounds;
- girls and boys, women and men;
- gay people as well as heterosexual.

Principle 9: Objectives

Each year we formulate and publish specific and measurable equality objectives, based on the evidence we have collected and published, in relation to:

- disability;
- ethnicity, religion and culture;
- gender.

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Arrangements, Roles and Responsibilities

1. The equality objectives for Court Lane Infant School will be set out formally and published on the website. They will be reviewed annually, and refreshed on a three year cycle.
2. The equality employment information will be monitored and reported to the Governing Body on an annual basis.
3. Court Lane Infant School will undertake Equality Impact Assessment (Equality Analysis) exercises when renewing or reviewing policy or practice to ensure full compliance with the Equality Act 2011.
4. Admission arrangements are fair and transparent and do not discriminate on race gender, disability or socioeconomic factors
5. Exclusions will always be based on the schools behaviour policy and Local Authority and statutory requirements

Curriculum

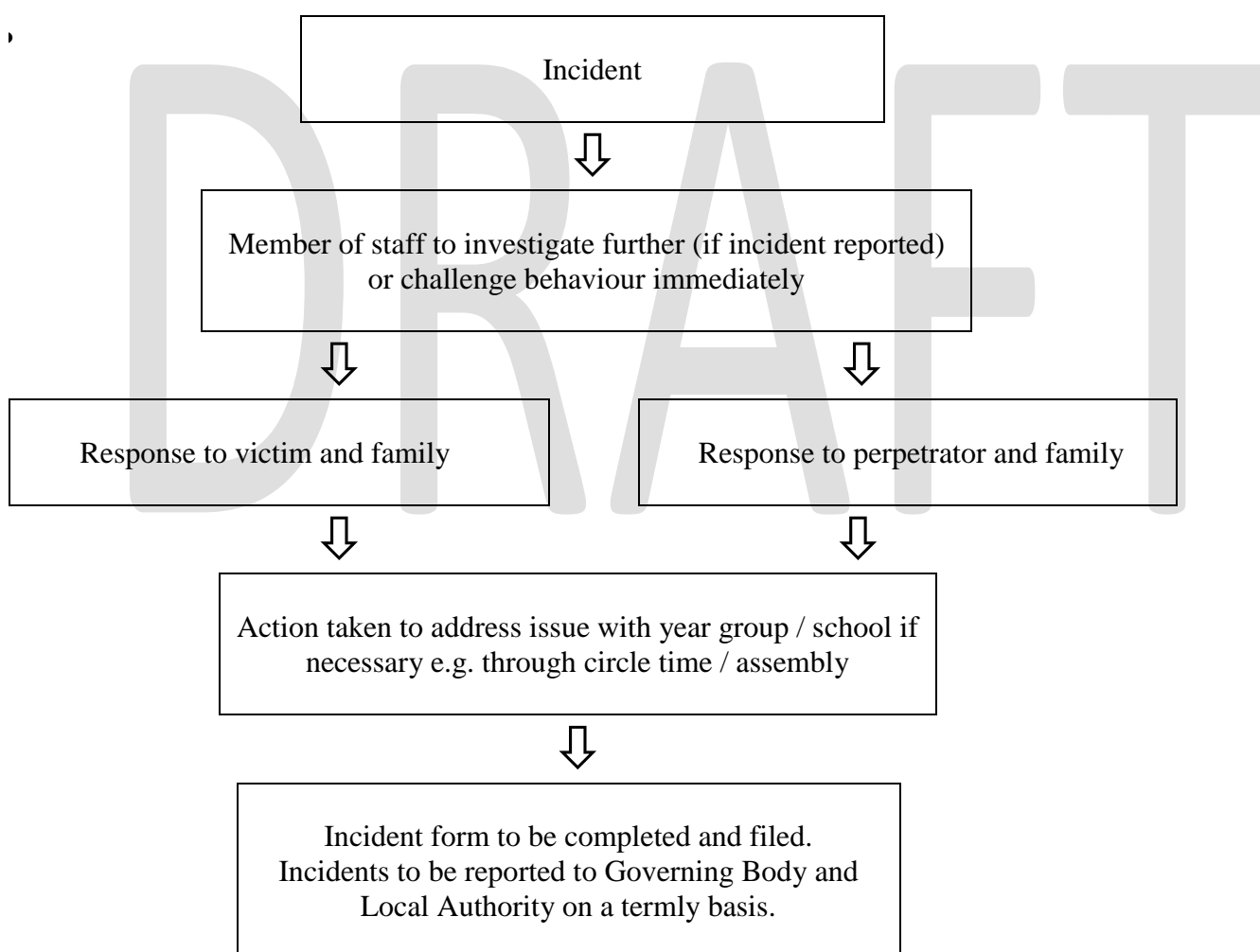
6. Curriculum information will also be evaluated by looking specifically at protected characteristic groups in addition to the standard analysis conducted by the school and adjusted as appropriate to ensure that equality groups are supported positively to close any gaps.

7. All other data relating to whole school monitoring will encompass scrutiny of equality information so that groups are supported positively.
8. When it is reviewed, each curriculum subject or area will ensure that teaching and learning will reflect our Guiding Principles as set out above.

Staff and Governors

9. The Governing Body is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and action plans are implemented.
10. A member of the Governing Body has the role of monitoring the implementation of this policy. There is an attached checklist of questions (Appendix A) to assist with this role.
11. The Head teacher is responsible for implementing the policy; for ensuring that all staff are aware of their responsibilities and are given regular training and support; and for taking appropriate action in any cases of unlawful discrimination.
12. A senior member of staff has day-to-day responsibility for co-ordinating implementation of this policy.
13. All staff are expected to:
 - adhere to this policy, as agreed in the code of conduct signed annually;
 - be role models for equal opportunities promote equality and inclusion with taught groups, amongst colleagues and with parents and visitors to the school;
 - ensure equality of access for all pupils and prepare them for life in a diverse society; take reasonable steps to meet pupils needs by using a variety of approaches and adjustments enabling pupils to take as full a part in all the activities of the school; provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures
 - plan and deliver lessons that reflect our school aims, values and equality Guiding Principles ; regularly consider the ways in which the curriculum will help promote awareness of the rights of individuals, develop the skills of participation and responsible action; consider how teaching and curriculum supports high standards of attainment, promote common values and help children understand and value the diversity that surrounds them and challenge prejudice and stereo typing;
 - use contextual data to monitor the progress and achievement of pupils by the relevant and appropriate protected characteristics. To help school ensure that individuals are achieving their potential, the school is being inclusive in practice and trends are identified which inform the setting of equality objectives and the school improvement plan. We will seek the views and assistance through collaboration with partners, advisory staff and agencies

- provide and analyse quantitative and qualitative data that supports better understanding of equality groups and any issues that may arise, e.g., attendance, bullying, exclusion;
- undertake or support Equality Impact Assessment (Equality Analysis) processes;
- attend appropriate training that enables Court Lane Infant School to keep up-to-date with equality issues.
- deal promptly with any bullying behaviours, challenge racism or any prejudice related incidents that may occur, always reporting to SLT. It is important dealing with incidents as it is vital to the wellbeing of the whole school; all staff will follow the procedure as outlined:



12. All staff and Governors have access to training and a selection of resources which discuss and explain the concepts of equality, diversity and community cohesion. We value the opportunity to take a holistic approach in fulfilling our Equality Duties.
13. All staff and Governors will exercise their Safeguarding responsibilities in relation to equality matters and ensure that any bullying or challenging of Human Rights is addressed immediately.

14. Court Lane Infant School is opposed to all forms of prejudice that could act as a barrier to achieving our legal duties and a cohesive community. These include:

- disability;
- special educational needs;
- racism and xenophobia;
- gender and transgender;
- religious groups and communities;
- Travellers, migrants, refugees and people seeking asylum;
- sexism and homophobia.

Policy reviewed:

Policy agreed:

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Appendix A

CHECK LIST FOR SCHOOL STAFF AND GOVERNORS

1. Is information collected on race, disability and gender with regards to both pupils and staff e.g. pupil achievement, attendance, exclusions, staff training? Is this information used to inform the policies, plans and strategies, lessons, additional support and activities the school provides?
2. How has your Equality policy been shaped by the views, input and involvement of staff, parents and pupils?
3. Is pupil achievement analysed by race, disability and gender? Are there trends or patterns in the data that may require additional action, and has action been taken to address these?
4. Does the curriculum include opportunities to understand the issues related to race, disability and gender?
5. Are all pupils encouraged to participate in school life? Are pupils who make a positive contribution reflective of the school's diversity e.g. through class assemblies/school council?
6. Is bullying and harassment of pupils and staff monitored by race, disability and gender, and is this information used to make a difference to the experience of other pupils? Are racist incidents reported to the governing body and local authority on a termly basis?
7. Are visual displays reflective of the diversity of your school community? How are minority ethnic, disabled and both male and female role models promoted positively in lessons, displays and discussions such as circle time and class assemblies?
8. Does the school take part in annual events such as Black History Month, Deaf Awareness Week and One World Week to raise awareness of issues around race, disability and gender?
9. Is the school environment as accessible as possible to pupils, staff and visitors to the school? Are open events which parents, carers and the community attend held in an accessible part of the school, and are issues such as language barriers considered?
10. Are the accessibility needs of parents, pupils and staff considered in the publishing and sending out of information, in terms of race, disability and gender?
11. Are procedures for the election of parent governors open to candidates and voters who are disabled?
12. Are fundamental British values promoted?

