



## Single Equalities and Cohesion Policy

Written by: MPS  
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Ratified by Governors:  
Reviewed:

Signed: \_\_\_\_\_  
Chair of Governors

## Overview

This policy reflects the Single 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. This policy therefore supersedes all previous school policies on Disability, Ethnicity (i.e. Race) and Gender.

The Single Equality Act combines the existing three duties into one new Equality Duty that covers all of the Protected Characteristics: age, disability, gender, gender-identity, race, marriage and civil partnership, pregnancy or maternity, religion or belief and sexual orientation. In this school we will ensure that at every level, in all our work and throughout all aspects of the school community and its life, everyone will be treated equally. This Single Equality Policy summarises the school's approach in ensuring equality for all and is also based on the DfE guidance The Equality Act and Schools.

The policy outlines the commitment of the staff and Governors of Mayespark Primary school to ensure that equality of opportunity is available to all members of the school community, for our school this means, not simply treating everybody the same but, understanding and tackling the different barriers which could lead to unequal outcomes for different groups of pupils in school, celebrating and valuing the equal opportunity achievements and strengths of all members of the school community. These include:

- Pupils
- Teaching staff
- Support staff
- Parents/carers
- Governors
- Multi-agency staff linked to the staff
- Visitors to school
- Students on placement

We believe that equality at our school should fill all aspects of school life and is the responsibility of every member of the school and wider community. Every member of the school community should feel safe, secure, valued and of equal worth.

At Mayespark equality is a key principle for treating all people the same irrespective of their gender, ethnicity, disability, religious beliefs, sexual orientations, age or any other recognised area of discrimination.

### School Context:

Our school currently has:

- 398 boys and 390 girls – 788 pupils from Nursery to Y6 on roll.
- Ethnicity is: 74.2% Asian (including 20% Bangladeshi, 17% Indian and 28% Pakistani), 8% Black or Black British, 11% white (of which 2% is White British) and 8% Mixed.
- 82% of children have English as an additional language and the linguistic profile is diverse. We have 45 first languages other than English spoken at the school.
- There are 14% SEND Support pupils currently on our register including 2% who have EHCPs and Statements.
- 20% of children are Pupil Premium
- We currently have 2 looked after children and 1 child who is 'post looked after'.
- There are no staff with a known disability

- The school is physically accessible to the majority. The areas in the main building upstairs are accessible by lift. The annexe does not incorporate a lift to the upstairs classrooms, but all ground floor classrooms have step free access

## **Guiding Principles**

We are guided by seven principles.

### **Principle 1: All learners are of equal value**

We see all learners, including adults and children, as being of equal value:

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

### **Principle 2: We recognise, celebrate and respect diversity**

Treating people equally does not necessarily involve treating them all the same. Our policies, procedures and activities must not discriminate, but are differentiated, as appropriate, to 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:

- 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.

### **Principle 3: We foster positive attitudes and relationships, and a shared sense of cohesion and belonging**

We intend that our policies, procedures and activities should promote:

- positive attitudes towards disabled people, good relations between disabled and nondisabled 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, sexual orientation, religious affiliation, national origin or national status, and an absence of prejudice-related bullying and incidents
- mutual respect and good relations between boys and girls, women and men, and an absence of sexual harassment

### **Principle 4: We believe in fair and equal staff recruitment, retention and development**

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

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

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

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

- disabled and non-disabled people
- people of different ethnic, cultural and religious backgrounds
- girls and boys, women and men.

### **Principle 6: We consult 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. We involve:

- disabled people as well as non-disabled
- people from a range of ethnic, cultural and religious backgrounds
- both women and men, and girls and boys.

### **Principle 7: Society as a whole should benefit**

We intend that our 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 people as well as non-disabled
- people of a wide range of ethnic, cultural and religious backgrounds
- both women and men, girls and boys.

### **Monitoring and Review**

Equality is identified as an area requiring careful and ongoing monitoring and due regard is given promotion of all aspects of equality within the school improvement plan. The person on the staff responsible for coordinating the monitoring and evaluation is Abdul Muquith, Assistant Heateacher for Inclusion. He will be responsible for:

- leading discussions, arranging training, keeping staff updated in designated staff meetings which will include support to discuss equalities within the school community
- working closely with the governing body on equality
- supporting positively the evaluation activities that moderate the impact and success of the policy

### **Promoting Equality and Cohesion through the Curriculum**

#### Learning and Teaching

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

- ensure equality of access for all pupils and prepare them for life in a diverse society
- use materials that reflect a range of cultural backgrounds, without stereotyping
- promote attitudes and values that will challenge discriminatory behaviour
- provide opportunities for pupils to appreciate their own culture and religions and celebrate the diversity of other cultures
- use a range of sensitive teaching strategies when teaching about different cultural and religious traditions
- develop pupils' advocacy skills so that they can detect bias, challenge discrimination leading to justice and equality
- ensure that the PSHE curriculum covers issues of equalities, diversity, religion, human rights and inclusion
- ensure all subjects, where appropriate, promote and celebrate the contribution of different ethnic groups to the subject matter
- seek to involve all parents in supporting their child's education
- provide educational visits and extra-curricular activities that involve all pupil groupings
- take account of the performance of all pupils when planning for future learning and settling challenging targets
- make best use of all available resources to support the learning of all groups of pupils
- identify resources that support staff development

### Learning Environment

There is a consistently high expectation of all pupils regardless of age, gender, ethnicity, ability or social background. All pupils are encouraged to improve on their own achievements and not to measure themselves against others. Parents are also encouraged to view their own children's achievements in this light.

To secure the desired outcomes we recognise that:

- teacher enthusiasm is a vital factor in achieving a high level of motivation and good results from all pupils
- adults in the school try to provide good, positive role models in their approach to all issues relating to equality of opportunity
- the school places a very high priority on the provision for special educational needs and disability. We aim to meet all pupils' learning needs including the more able by carefully assessed and administered programmes of work
- the school must provide an environment in which all pupils have equal access to all facilities and resources
- all pupils are to be encouraged to be actively involved in their own learning
- a range of teaching methods are to be used throughout the school to ensure that effective learning takes place at all stages for all pupils

### Curriculum

We aim to ensure that:

- the curriculum is culturally diverse with a strong international dimension
- planning reflects our commitment to equality in all subject areas and cross curricular themes promoting positive attitudes to equality and diversity
- pupils will have opportunities to explore concepts and issues relating to identity and equality
- all steps are taken to ensure that all pupils have access to mainstream curriculum by taking into account the cultural and lifestyle backgrounds of all pupils, their linguistic needs are taken into account and their learning styles are considered
- all pupils have access to qualifications which recognise attainment and achievement and promote progression

### Ethos and Atmosphere

We are aware that those involved in the leadership of the school community are instrumental in demonstrating mutual respect between all members of the school community:

- there should be an 'openness' of atmosphere which welcomes everyone to the school
- the children are encouraged to greet visitors to the school with friendliness and respect
- the displays around the school are of a high quality and reflect diversity across all aspects of equality of opportunity and are frequently monitored
- although physical access to the school is difficult under normal circumstances, vehicular access to a school door can be easily arranged for disabled visitors
- provision is made to cater for the spiritual needs of all the children through planning of both assemblies, classroom based and externally based activities

### Resources and Materials

When ordering new resources and materials consideration will be made to how they show equality. The provision of good quality resources and materials within our school is a high priority. These resources should:

- reflect the reality of an ethnically, culturally and sexual diverse society

- reflect a variety of viewpoints
- show positive images of males and females in society including people with disabilities;
- reflect non-stereotypical images of all groups in a global context
- include materials to raise awareness of equal opportunity issues
- be equally accessible to all members of school community consistent with health and safety
- not include explicitly and implicitly racist, sexist, homophobic or ageist materials

### **Use of Language**

We recognise that it is important at Mayespark that all members of the school community use appropriate language which:

- does not transmit or confirm stereotypes
- does not offend
- creates and enhances positive images of particular groups identified at the beginning of this document
- creates the conditions for all people to develop their self esteem
- uses correct terminology in referring to particular groups or individuals e.g. Inuit rather than Eskimo, Native Americans rather than Red Indians

### **Extra-Curricular Provision**

It is the policy of this school to provide equal access to all activities from an early age e.g. girls playing football, boys playing netball and mixed teams wherever possible.

We undertake responsibility for making contributors to extra-curricular activities aware of the school's commitment to equality of opportunity (e.g. sports helpers, coach drivers) by providing them with written guidelines drawn from this policy.

We ensure that all such non-staff members who have contact with children adhere to these guidelines and are DBS checked at an enhanced level.

### **Provision for children with English as an Additional Language**

We undertake to make appropriate provision for all EAL children/groups to ensure access to the whole curriculum. These groups may include:

- all ethnic groups
- those from refugee families
- pupils whom English is an additional language
- pupils who are new to the United Kingdom

### **Personal Development and Pastoral Guidance**

- pastoral staff takes account of disability needs, gender, religious and ethnic differences and the experience and needs of particular groups such as Gypsy Roma and Traveller, refugee and asylum seeker pupils
- all pupils are encouraged to consider the full range of career opportunities available to them with no discriminatory boundaries placed on them due to their disability, gender or race
- all pupils/staff/parents/carers are given support as appropriate when they experience discrimination. We also recognise that the perpetrators of discrimination are themselves sometimes victims of their personal circumstances and therefore where appropriate remedial work is done to ensure that the actions do not occur again

- positive role models are used throughout the school to ensure that different groups of pupils can see themselves reflected in the school community
- emphasis is placed on the value that diversity brings to the school community rather than the challenges

### **Staffing and Staff Development**

We recognise the need for positive role models and distribution of responsibility among staff. This must include pupil's access to a balance of male and female staff at both key stages. We undertake to encourage the career development and aspirations of all individuals. It is our policy to provide staff with training and development, which will increase awareness of the needs of different groups of pupils in the various dimensions of equality of opportunity.

### **Staff Recruitment and Professional Development**

- All substantive posts are advertised formally and open to the widest pool of applicants
- All those involved in recruitment and selection are trained and aware of what they should do to avoid discrimination and ensure equality and good practice through the recruitment and selection process
- Steps are taken to encourage people from under-represented groups to apply for positions at all levels of the school
- Access to opportunities for professional development is monitored on equality grounds;
- Equalities policies and practices are covered in all staff inductions
- All supply staff are made aware of equalities policies and practices
- Employment policy and procedures are reviewed regularly to check conformity with legislation and impact

### **Harassment and Bullying**

It is the duty of this school to challenge all types of discriminatory behaviour. Examples include:

- unwanted attentions (verbal or physical)
- unwelcome or offensive remarks or suggestions about another person's appearance, character, race, ability or disability, sexuality, gender or transgender

The school has a clear, agreed procedure for dealing with incidents such as these.

### **Partnerships with Parents/Carers and the Wider Community**

We aim to work in partnership with parents to help all pupils to achieve their potential. We wish to affirm our continuing commitment to all diverse groups within our immediate community and beyond.

We would do this by:

- encouraging all parents/carers to participate at all levels in the full life of the school
- setting up as part of the schools commitment to equality and diversity, a group made up of members of the school community including pupils, staff, local community members, parents/carers, local faith groups and local disability groups has been developed to support the school with matters related to its equalities duties
- encouraging members of the local community to regularly join in school activities
- exploring the possibility of the school having a role to play in supporting new and settled communities
- encouraging all families to sign the Home School Agreement

## **Responsibility for the Policy**

In our school, all members of the school community have a responsibility towards supporting the equality agenda. Responsibilities are laid out as follows:

The Governing Body is responsible for ensuring that:

- the school complies with all equalities legislation relevant to the school community
- the school's Equality and Cohesion Policy is maintained and updated regularly
- all procedures and strategies related to the policy are implemented

The Headteacher and Leadership Team is responsible for:

- providing leadership and vision in respect of equality
- overseeing the implementation of the Equality and Cohesion Policy
- co-ordinating the activities related to equality and evaluating impact
- ensuring that all who enter the school are aware of, and comply with the policy
- ensuring that staff are aware of their responsibilities and are given relevant training and support
- taking appropriate action in response to racist incidents, discrimination against persons with a disability and sexual harassment and discrimination

All staff are responsible for:

- dealing with incidents of discrimination and knowing how to identify and challenge bias and stereotyping
- ensuring they do not discriminate on grounds of race, disability, or other equality issues
- keeping up to date with equalities legislation by attending training events organised by the school or Local Authority or recognised training provider

## **Measurement of the Impact of the Policy**

This policy, and any other relevant policies as outlined in the specific duties placed upon us by the relevant legislation, will be evaluated and monitored for its impact on pupils, staff, parents and carers from the different groups that make up our school. This will be completed as part of the normal cycle of school self-evaluation and review.

The school will ensure that Equality Objectives are produced that identify how barriers for achievement will be removed for different groups of learners. Where relevant, reference will be made to the Single Equalities Policy. These objectives will be reviewed and updated regularly by the Governing body and at least every 4 years.

We ensure that the commitments embodied in our mission statement for equality permeate the full range of our policies and practices:

- Pupils' progress attainment and assessment
- Behaviour, discipline, anti-bullying and exclusions
- Pupils' personal development and pastoral care
- Teaching and learning
- Induction
- Admissions and attendance
- The curriculum
- All subjects



- Teaching and learning;
- Staff recruitment and retention
- Governor/staff training and professional development
- Partnerships with parents/carers and communities
- Visits and visitors

**Equality Mission Statement:**

At Mayespark Primary we are committed to ensuring equality of opportunity for all pupils, staff, parents and carers irrespective of race, gender, disability, belief, sexual orientation, age or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and ability to participate fully in school life.

We tackle discrimination through the positive promotion of equality, by challenging bullying and stereotypes and by creating an environment which champions respect for all.

We believe that our diversity is a strength which should be respected and celebrated by all those who learn, teach and visit us.

## APPENDIX 1

### Legal Definitions

#### Unlawful Discrimination

Unlawful discrimination is defined in the Act as:

- Direct discrimination - treating a person less favorably on prohibited grounds (gender, gender identity, race, disability, sexual orientation, religion or belief, age, socio- economic status) than another would be treated in comparable circumstances, where the treatment cannot be objectively justified (e.g. by a genuine occupational requirement) Example: Failing to offer a person a job because they are gay.
- Indirect discrimination - when a rule, condition or requirement, which applies equally to everyone, has a disproportionately adverse effect on people from a particular group (i.e. due to race, religion or belief, sexual orientation, age, gender, marital status, gender identity), and there is no objective justification for the rule. (Example: by requiring job applicants to have a set number of years' experience may indirectly discriminate against women who have taken a career break).
- Discrimination arising from disability - This occurs when a disabled person is treated unfavourably because of something connected with their disability and this unfavourable treatment cannot be justified. Treatment can be justified if it can be shown that it is intended to meet a legitimate objective in a fair balanced and reasonable way. If this can be shown, then the treatment will be lawful. (Example: A person, who has an assistance dog, is not allowed to enter his local mobile library because staff say there is not enough room for his dog.) This may be discrimination arising from disability unless it can be justified. (e.g. the dog poses a genuine health and safety risk as opposed to merely being inconvenient for staff). This form of discrimination can occur only if the service provider knows or can reasonably be expected to know that the disabled person is disabled.
- Failure to make reasonable adjustments (for disabled people).
- Discrimination by association or perception - the 2010 Act extends the scope of the legislation to protect people who 'associate' with others with the protected characteristics, for instance people who are related to or who care for someone who is disabled. Protection includes perception (e.g. discrimination based on the belief that someone is gay, disabled or has a particular belief).

#### Harassment

Harassment is defined in the Act as:

Any unwanted conduct that violates people's dignity or creates an intimidating, hostile, degrading, humiliating or offensive environment. This definition is limited to anti-discrimination legislation and therefore only applies to harassment on grounds of sex, race, disability, sexual orientation, religion, belief or age. Example: Colleagues of a Muslim worker refer to him as Saddam which he finds offensive and distressing.

#### Victimisation

Victimisation is defined in the Act as:

Treating people less favorably because they have made a complaint or intend to make a complaint about discrimination or harassment, or have given evidence or intend to give evidence relating to a complaint about discrimination or harassment.

#### Burden of Proof

The Act states that once an individual can show that there is an issue of potential discrimination, the burden of proof shifts to the employer to defend the case and show that the reason for difference in treatment is justifiable and not discriminatory.

### **Vicarious Liability**

The Act states that employers are responsible for the discriminatory actions of their employees where such action have been carried out during the course of their duties. The only defense for employers is to show that they have done everything reasonably practicable to prevent an employee committing an unlawful act. In practice, Courts and tribunals have regarded the following as 'reasonable steps'.

- Publishing a comprehensive equality policy;
- Clearly communicating the policy to all staff;
- Providing awareness training on the potential for, and implications of discrimination;
- Training staff in good practice relevant to their jobs (e.g. recruitment, record keeping).

The act states that where an employer can show that appropriate steps have been taken to avoid discrimination, it is likely that the discriminator will be personally liable in the law.