8

**New Marske Primary School and Blossom Tree Nursery**

**Single Equality Policy**

|  |  |
| --- | --- |
| **Approved: Autumn 2016**  **Review: Autumn** 2018  **Article 2**  (Equality) The convention applies to everyone whatever their ethnicity, gender, religion, abilities, whatever they think of say, whatever type of family they come from. |  |

**Single Equality Policy 2016- 2018**

**Introduction**

This Single Equality Policy brings together action plans for Race, Gender, Sexuality and Disability equality, thus meeting the school’s statutory duties in these areas. It also goes beyond these three areas and begins to consider how the school develops its approach to equalities and diversity for all our pupils, staff and their parents and carers. We are also committed to responding to all diversity related legislation and feel that a single equality policy is the best mechanism for achieving this.

As well as delivering high quality services to its pupils, the school is also committed to being a good employer and as such this policy outlines how we meet our varied duties in terms of recruitment and employment practices.

**Key principle of the Single Equality Policy**

All pupils irrespective of their characteristics:

* will have access to the same broad, balanced and relevant curriculum
* will have access to all the facilities and the resources available within the school
* will be involved in decisions made about their care and education
* will have opportunities to learn how people have challenged, or can challenge, discrimination and stereotyping based on age, belief, religion or sexuality.

**The School**

New Marske Primary School is an average size primary school. The pupil population is mainly White British with a small number of pupils from minority ethnic groups. The proportion of pupils eligible for a free school meal is below the national average, as is the number of pupils who are eligible for Pupil Premium. The proportion of pupils that have a special educational need and/or disability is in line with the national average.

**National Context for Diversity**

As well as delivering on its commitment to promote equality across all of the nine

strands of diversity: age, disability, faith and belief, gender, race, sexual orientation, gender reassignment, marriage and civil partnerships, the school has a duty to comply with a large and complex range of equality legislation. As such, the Single Equality Policy has been devised to ensure that all our policies and practices meet with all the legislative requirements including:

* **The Education and Inspections Act 2006** - established a new strategic role for Local authorities, including duties to promote choice, diversity, high standards and the fulfilment of potential for every child and places a duty on school governing bodies to promote well-being and community cohesion, and to take the Children and Young People's Plan into consideration;
* **Disability Discrimination Acts (DDA)** - gave disabled people rights in a wide range of key areas such as employment, education, access to goods, facilities and services and buying or renting land and property. They required public bodies to promote equality of opportunity for disabled people, and organisations to take reasonable steps to tackle policies, practices and physical features that act as a barrier to disabled people who want to access their services.
* **Equality Act 2006** – established a single Commission for Equality and Human Rights (CEHR) from October 2007, and a duty on public authorities to promote equality of opportunity between men and women (the ‘gender duty’). It also made discrimination on the grounds of religion or belief in the provision of goods, facilities, services, premises, education and the exercise of public functions unlawful, and provided powers to outlaw discrimination on the grounds of sexual orientation in the provision of goods, facilities and services, including adoption. The Equality Act regulations came into force in April 2007.
* **Employment Equality** (Religion or Belief)/(Sexual Orientation) Regulations 2003 – outlawed discrimination in employment and vocational training on the grounds of religion, belief or sexual orientation. It prevents both direct and indirect discrimination as well as harassment and victimisation on these grounds.
* **Civil Partnership Act 2004** ensured same sex partners who register as civil partners will be treated the same as a married couple for a number of legal rights. These include pensions, recognition for immigration, equal treatment for tax purposes including inheritance tax and better protection from domestic violence. Civil partners are also exempt from testifying against each other in court as are married couples, as well as having next of kin rights, thus overcoming a number of previously experienced problems. Local authorities are obliged to provide civil partnership ceremonies as part of their register office functions where they are requested. A couple who have not registered their partnership but have lived together as if they were civil partners are to be treated as heterosexual unmarried couples living together as husband and wife.
* **Equalities Review**, which was jointly sponsored by the Equality Minister and the Minister for the Cabinet Office: Investigated the social, economic, cultural and other factors that limit or deny people the opportunity to make the best of their abilities. It
* provided an understanding of the long term and underlying causes of disadvantage that need to be addressed by public policy
* Made practical recommendations on key policy priorities for: the

government and public sector; employers and trade unions; civic

society and the voluntary sector.

* Informed both the modernisation of equality legislation, towards a single equality act; and the development of the new commission for equality and human rights.
* **Gender Recognition Act 2004** - allows transgender people (who are able to satisfy the necessary evidential requirements) to apply for a Gender Recognition Certificate, which provides full legal recognition of their acquired gender. Following a successful application, the law regards the transsexual person as being of their acquired gender, and ensures they have all the rights and responsibilities appropriate to that gender.
* **Human Rights Act 1998** - The act applies directly to public authorities and incorporates the European Convention on Human Rights into UK law. Human rights are rights and freedoms that belong to all individuals regardless of their nationally and citizenship. They are fundamental in maintaining a fair and civilised society.
* **Race Relations (Amendment) Act 2000** amended the 1976 Race Relations Act which was introduced to prevent discrimination on the grounds of race, colour, nationality, ethnic and national origin in the fields of employment, the provision of goods and services, education and public functions. It also set up the Commission for Racial Equality(CRE). The 2000 amendment to the act introduced onto public authorities the general duties to promote racial equality and eliminate unlawful discrimination.

**The Gender, Race and Disability Equality Duties**

These duties impose broad obligations on public authorities, including schools, to:

* *Eliminate discrimination and harassment;*
* *Have due regard to the promotion of equality and opportunity between persons and other persons;*
* *Promote positive attitudes;*
* *Encourage participation by minority and under-served groups in public life;*
* *Take steps to take account of people’s specific needs even*

*when this requires treating some individuals more favourably than others.*

* *Conduct impact assessments, and draw up relevant Policies (and publicise them).*

The duties are broadly similar in their approach and aims, however in order to ensure the school is compliant with all, they are detailed:

**The Disability Equality Duty**

**What is Disability?**

People are affected by disability or health conditions in different ways. This can happen suddenly, as a result of accidents or strokes for example, or gradually as a result of conditions such as arthritis and multiple sclerosis. There is often no defining moment when a health issue becomes a disability, at least for the individual concerned. If a condition affects everyday activities, such as

*• the ability to move around*

*• manual dexterity*

*• physical co-ordination*

*• continence*

*• the ability to lift, carry or move ordinary objects*

*• speech, hearing or eyesight*

*• memory, or ability to concentrate, learn or understand*

*• ability to recognise physical danger*

and has lasted, or is likely to last, at least a year, then it is likely to be covered by the Disability Discrimination Act

**What is the Disability Equality Duty?**

There are two duties which apply to schools

The **General Duty** requires the school to:

• Promote equality of opportunity between disabled persons and other persons

• Eliminate discrimination that is unlawful under the Act

• Eliminate harassment of disabled persons that is related to their disabilities

• Promote positive attitudes towards disabled persons

• Encourage participation by disabled persons in public life; and

• Take steps to take account of disabled persons’ disabilities, even where that involves treating disabled persons more favourably than other persons. This general duty provides a framework for the council to carry out their functions more effectively and to tackle discrimination and its causes in a proactive way. It requires us to adopt a proactive approach, mainstreaming disability equality into all decisions and activities.

The **Specific Duties** require the school to:

• Publish an access plan demonstrating how it intends to fulfil its general and specific duties.

• Involve disabled people in the development of the Policy which outlines:

* They way in which disabled people have been involved
* The school’s methods for impact assessment
* Steps which the authority will take towards achieving the general duty
* The school’s arrangements for gathering information in relation to employment, education and service delivery
* Deliver the Policy within three years, unless it is unreasonable and impractical to do so.

**What are the key issues for our school?**

Staff and Governors carefully monitor provision for pupils and parents with disabilities. This includes a question in the annual parent questionnaire about disability and how parents feel about the provision for people with disabilities.

The school has a disabled parking space, an automatic door at the main entrance and a less abled toilet. All of the classrooms and work areas are situated on the ground floor. Infrastructure to and around school allows easy access to the building. Pupils with visual and auditory impairments receive additional support and a range of equipment is available to support learning. The school actively promotes and encourages applications from all sections of society. At school we treat each child or adult as an individual and respond to their needs. We actively engage with parents to ensure that effective provision is made for their child’s needs. At times we arrange for treatment to take place in school. We ensure statemented provision is met.

**The Race Equality Duty**

**What is Race?**

A race is a distinct group or population of people distinguished in some way from others most often in terms of physical characteristics but also language, history, ancestry and culture.

**What is the Race Equality Duty?**

The duty was detailed in the Race Relations Amendment Act 2000 and includes both a general and specific duty.

**The General Duty** as set out in section 71(1) of the Act, requires a school in carrying out its functions to have due regard to the need to:

• Eliminate unlawful discrimination

• Promote equality of opportunity

• Promote good relations between different racial groups.

**The Specific Duties** are set out in articles 2(3) and 2(4) of the Race

Relations Act 1976 (Statutory Duties) Order 2001 which states that school should develop a race equality policy which highlights:

• Those of its functions and policies, or proposed policies, which it has assessed as relevant to its performance of the duty imposed by section 71(1) of the Race Relations Act and its arrangements for:

* assessing and consulting on the likely impact of its proposed

policies on the promotion of race equality

* Monitoring its policies for any adverse impact on the promotion

of race equality

* Publishing the results of its assessments, consultation and
* monitoring, providing public access to information
* Training staff in connection with the duties

The Race Equality Policy must be reviewed every three years.

**What are the key issues for our school?**

The school endeavours to promote racial harmony through work in PSHE, our work within the United National Convention on the Rights of a Child and teaching through collective worship. All of this work is underpinned by our promotion of Fundamental British Values as exemplified by the Departmental for Education advice of November 2014. The Fundamental British Values and Collective Worship policy on our website details the themes and topics for the year that are covered in class and during whole school assemblies.

It is important that the school works to ensure that the minority of pupils whose ethnicity is other than white British are not subject to any racial/ethnically based bullying or discrimination and are afforded full equal opportunities.

As most pupils do not have day to day experience of a multi-ethnic society it is especially important that the school curriculum, extra curriculum activities and resources reflect the diversity of the British society and promote racial equality.

In fulfilling our legal duties, we are guided by three essential principles:

* Every pupil should have opportunities to achieve the highest possible standards, and the best possible qualifications for the next stages of their life and education.
* Every pupil should be helped to develop a sense of personal and cultural identity that is confident and open to change, and that is receptive and respectful towards other identities.
* Every pupil should develop the knowledge, understandings and skills that they need in order to participate in Britain's multi-ethnic society, and in the wider context of an interdependent world.

The governing body is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and strategies are implemented. The Head teacher is responsible for implementing the policy; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination.

All staff are expected to deal with racist incidents that may occur and will record any incidents that occur in CPOMS using the tag: racial incident; to know how to identify and challenge racial and cultural bias and stereotyping; to support pupils in their class for whom English is an additional language; and to incorporate principles of equality and diversity into all aspects of their work.

**What impact have we already had on race equality in our school?**

The school has in place a robust anti-bullying policy and all bullying incidents are recorded and investigated. There was one reported incident of bullying during 2015/2016. The school also closely monitors any incidents of a racist or extremist nature. In 2015/2016 there were no incidents of a racist nature and no incidents of an extremist

nature.

The very small number of pupils with ethnicity other than White British makes it statistically very unsafe to make generalisations about relative attainment and achievement. However, the progress of all pupils is monitored regularly. The Leadership Team and the Head teacher monitor all children’s progress and evaluate with staff the effectiveness of interventions. We raise awareness of these issues through our teaching, in our PSHE policy and assembly timetable and through our Christian ethos. We do not tolerate any negative racial remarks.

**The Gender Equality Duty**

**What is Gender?**

The term 'gender' refers to the social construction of female and male identity, rather than biological differences between men and women. It includes the ways in which those differences, whether real or perceived, have been valued, used and relied upon to classify women and men and to assign roles and expectations to them.

The significance of this is that the lives and experiences of women and men, including their experience of accessing services, can be significantly different. Gender is not always fixed and the Gender Equality Duty urges public service providers to have due regard to the needs of transgender pupils, parents, staff and the wider community.

**What is the Gender Equality Duty**

The duty to promote Gender Equality was issued under the Equality Act 2006 which amended the Sex Discrimination Act of 1975, in a similar vein to Race and Disability legislation, it contains both a general and specific duty:

**The General Duty** on all authorities is when carrying out their functions, to

have due regard to the need to:

* eliminate unlawful discrimination between women and men
* to promote equality of opportunity between men and women

**The Specific Duties** are as follows:

* to prepare and publish a gender equality Policy , showing how it will

meet its general and specific duties and setting out its gender equality

objectives,

* in formulating its overall objectives, to consider the need to include

objectives to address the causes of any gender pay gap,

* to gather and use information on how the public authority’s policies and

practices affect gender equality in the workplace and in the delivery of

services,

* to consult stakeholders and take account of relevant information in

order to determine its gender equality objectives,

* to assess the impact of its current and proposed policies and practices

on gender equality,

* to implement the actions set out in its Policy within three years,

unless it is unreasonable or impractical to do so,

* to report against the Policy every year and review the Policy at

least every three years.

**What are the key issues for our school?**

New Marske is a mixed community. We have married couples with children who attend the school, non married couples with children who attend the school and lone parents with children who attend the school. Although we are not aware of any children from families with parents in same sex relationships or with transgender parents, as a school we will act to support these families when providing education for their children.

**What impact have we already had on gender equality in our School?**

We take every opportunity to employ /bring males into school to give children good first hand experience of equality. We monitor playground activity to ensure equal opportunities exist. We monitor data carefully to compare the achievement of boys and girls. The school is aware of the need to address such imbalances, challenging gender stereotypes and catering for different learning styles and interests to engage and challenge all pupils regardless of gender.

**Age, Faith & Belief and Sexual Orientation**

“Strong and Prosperous Communities” the Local Government White Paper has recognised the importance of community cohesion and valuing all residents to improving quality of life. The school is already committed to improving its services and the quality of life for all the New Marske community residents regardless of their race, gender or disability but also their age, faith and sexual orientation. As a result the school is looking to develop strategies in these areas in the short and medium term. This will supplement the general commitment in this policy to introduce actions which wherever possible cut across all nine diversity strands. Further information on age, faith and sexual orientation is given below.

**Age**

The Employment Equality (Age) Regulations 2006 came into force on 1st October 2006. They apply to employment and vocational training, and prohibit unjustified direct and indirect age discrimination, as well as harassment and victimisation on grounds of age. The regulations (which do not affect the age at which people can claim their state pension):

*• ban age discrimination in terms of recruitment, promotion and training.*

*• ban unjustified retirement ages of below 65.*

*• remove the current age limit for unfair dismissal and redundancy rights.*

*They also introduced:*

*• A right for employees to request working beyond retirement age and a duty on employers to consider that request.*

*• A new requirement for employers to give at least six months notice to employees about their intended retirement date so that individuals can plan better for retirement, and be confident that "retirement" is not being used as cover for unfair dismissal.*

The School is implementing these regulations through its Human Resources function and employment practices to ensure no current or potential employee experiences discrimination as a result of their age. We are also committed to ensuring that no members of the school community face any such discrimination in all aspects of their lives and has equal access to all the services provided by the School.

**Faith & Belief**

As a result of the Employment Equality (Religion or belief) Regulations (2003),

it is unlawful to discriminate against an employee on grounds of their religion

or belief. These regulations prevent both the indirect and direct discrimination

as well as harassment and victimisation of an individual and have been implemented throughout the school. In the wider community, the school has tended to consider race and faith together. Work will continue within the school to further develop understanding of the issues and consideration given to how best to address any faith based discrimination identified. Also we will work to further develop our understanding of the issues surrounding belief. Appropriate actions for faith and belief will be developed through the implementation of this policy.

**Sexual Orientation**

Lesbian, bisexual, transgender and gay members of the community are protected at work by the Employment Equality (Sexual Orientation) Regulations of 2003, which in a similar way as faith regulations, prevent discrimination and harassment at work as a result of sexual orientation. The school has implemented these regulations and works to ensure no discrimination takes place amongst its workforce. The school is committed to creating a community where everyone has equal access to its services and feel accepted and valued. As such renewed efforts will be made to consult and involve gay, lesbian, transgender and bisexual people in the development of school services.

**How We Have Developed the Policy**

This policy has been developed collaboratively and is the result of working with pupils, staff and parents and carers. Through gathering evidence in staff, parents and pupil surveys the school have an increased awareness of how issues of discrimination affect the whole school community.

**Monitoring and Evaluation**

Staff and Governors will monitor the Single Equality Policy every two years. Four years following its adoption, the Governing Body will decide whether the policy needs amending in the light of new legislation and/or best practice advice.

**Roles and Responsibilities for Implementing the Single Equality Policy**

**The Head Teacher will:**

* ensure that staff and parents are informed about the Single Equality Policy
* ensure that the Policy is implemented effectively
* 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 Policy
* liaise with external agencies regarding the Policy so that the school’s actions are in line with the best advice available
* monitor the Policy and report to the Governing Body at least annually, on the effectiveness of the Policy
* ensure that the SLT are kept up to date with any development affecting the policy/action plan arising from the Policy
* provide appropriate support and monitoring for any pupils to whom the Policy has direct relevance.

**The Governing Body will:**

* designate a governor with specific responsibility for the Single Equality Policy
* establish that any action plans arising from the Policy are part of the SIP
* support the Head teacher in implementing any actions necessary
* inform and consult with parents about the Policy
* evaluate and review this Policy every two years

**The Senior Leadership Team will:**

* have a general responsibility for supporting other staff in implementing this Policy
* provide a lead in the dissemination of information relating to the Policy
* identify good quality resources and CPD opportunities to support the Policy
* with the Head teacher, provide advice/support in dealing with any incidents/issues
* assist in implementing reviews of this Policy as detailed in the SIP

**Parents/Carers will:**

* have access to the Policy
* be encouraged to support the Policy
* have the opportunity to attend any relevant meetings/awareness raising sessions related to the Policy
* have the right to be informed of any incident related to this Policy which could directly affect their child

**School Staff will**

* accept that this is a whole school issue and support the Single Equality Policy
* be aware of the Single Equality Policy and how it relates to them
* make known any queries or training requirements

**Pupils will**

* be made aware of any relevant part of the Policy , appropriate to age and ability
* be expected to act in accordance with any relevant part of the Policy

**Relevant legislation and best practice advice:**

In drawing up this policy, consideration has been given to the following Acts of Parliament and documents:

* 1975 Sex Discrimination Act
* 1976 Race Relations Act
* 1985 Swann Report into the Education of Minority Ethnic Children
* 1988 Education Reform Act
* 1995 Disability Discrimination Act
* 1998 Human Rights Act
* 2000 Race Relations (Amendment) Act
* 2000 Learning for All, published by the Commission for Racial Equality
* 2001 Special Educational Needs and Disability Act
* 2001 Special Needs Code of Practice
* 2002 Statutory Code of Practice on the Duty to Promote Race Equality
* 2003 Employment Equality (Religion, Belief and Sexual Orientation) Regulations
* 2005 Disability Discrimination Act
* 2006 Equality Act
* 2006 Employment Equality (Age) Regulations
* 2008 QCA Curriculum Guidance for the Foundation Stage
* 2010 Equality Act
* Guidance on Social Inclusion (e.g. Circular 10/99 on pupil attendance, behaviour, exclusion and re-integration).

**Person responsible for equity and diversity: John Dooris; Head Teacher**

**December 2016**