

A decorative graphic on the right side of the page. It features three blue circles of varying sizes. Two thin blue lines originate from the top left and extend diagonally towards the circles. A third thin blue line originates from the top right and extends diagonally towards the bottom right circle.

Whartons Primary School Single Equality Policy

Date of Policy: June 2022

Member(s) of staff: Julia Dickson
Responsible:

Review Date: June 2023

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1 School Context

The Whartons Primary School is a friendly, vibrant, and inclusive school situated at the heart of our local community on the edge of Otley in West Yorkshire. We have 180 on roll. Most children are of white British heritage, 5% of our pupils speak English as a foreign language.

2 Ethos

We believe that equality should filter through all aspects of our 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. Within our school, equality is a key principle for treating people with dignity and respect irrespective of their age, disability, gender reassignment, transgender, marriage or civil partnership, pregnancy and maternity, race, religion/belief, sex, sexual orientation as recognised protected characteristics under the Equality Act 2010. **Rolling programme of staff and pupil Positive identities training with Barnardo's, Positive Identities displays, National day for people with disabilities celebrated, posters to depict protected characteristics**

3 Otley Family of Schools Equality & Diversity Charter

The staff and governors in the Otley family have agreed to work in partnership to combat all forms of discrimination, celebrate diversity and promote community cohesion:

- We will ensure that everyone in our community is treated with respect as an individual.
- We will challenge stereotypes, prejudices and behaviours which divide out society.
- We will teacher our pupils to celebrate differences, champion equality and stand up to injustice.
- We will encourage everyone in our schools to play an active part in our local community, and to create a society where everyone is equally important.

- We will promote good relationships between different groups of people, including those from different faiths and ethnic groups.
- We will broaden out pupil' cultural horizons and ensure that the rich diversity of our world is valued and celebrated.
- We will help our young people to develop the values they need to become responsible global citizens who help to make the world a fairer place.
- Gained Investors in Pupils through FOS collaboration events which involved the whole community through a community event.

4 Policy Commitments

4.1 Promoting Equality: The Curriculum

We aim to provide all our pupils with the opportunity to succeed and to reach the highest possible level. To achieve this, we will ensure:

- Our curriculum planning reflects a commitment to equality KOs for each theme have recommended reading which depicts diversity
- The curriculum prepares pupils for life in a diverse society and uses opportunities to reflect the background and experience of pupils and families in the school and wider communities; including supporting British Values and celebrating multi-cultural diversity Assemblies, shared school ethos and values
- There will be opportunities in the curriculum to explore concepts and issues related to positive identity and equality, for example through the Barnardo's Positive Identity Service;
- The promotion of attitudes and values that challenge discriminatory behaviour and language; Golden Rules woven through curriculum and school life
- The promotion of British Values through PSHE, SMSC and School Council – democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs
- The ongoing review of Safeguarding and Child Protection and E-Safety Policies and Procedures reflect our commitment to equality and diversity; Workshops for UKS2 on diversity and E-Safety which children cascade within school
- The use of non-stereotyped materials which reflect accurately a range of cultures, identities and lifestyles Building book resources for curriculum areas and using LCC library service for a range of diverse literature, ODDIZZI geography resource celebrates diversity across the globe and locally, Assemblies to tackle stereotyping including Window on the World weekly in class assemblies

4.2 Promoting equality: Achievement

There is a consistently high expectation of all pupils regardless of age, disability, gender, reassignment, marriage or civil partnership, pregnancy and maternity, race, religion/belief, sex, sexual orientation, ethnicity (protected characteristics as defined by the Equality Act 2010) or social background. To secure the best possible outcomes we recognise that:

- Adults in the schools will be expected to provide good, positive role models in their approach to all issues relating to equality of opportunity;
- It is important to identify the particular needs of individuals and groups within the schools and to use targeted interventions to narrow gaps in achievement; Wave provision maps
- It is important to place a high priority on the provisions for special educational needs and disability and to ensure that successful implementation of the requirements within the SEND Policy and SEND Offer available to all pupils in school TA log books with pre/post learning and 'keep up' daily input for individuals
- A range of teaching methods to be used throughout the schools to ensure that effective learning takes place at all stages for all pupils and that to promote pupil engagement, pupils

are encouraged to be actively involved in their own learning. **Consistency in learning environments which champion independence, L2L skills, models etc**

4.3 Promoting equality: Ethos and culture

We are aware that those involved in leadership of both school communities are instrumental in demonstrating mutual respect between all members of the respective school communities;

- There should be a feeling of openness and tolerance which welcomes everyone to each of the schools; **School ethos and values and pledges written up as a community and revisited. Lived in the daily life of the school, positively commented on during external reviews**
- Pupils are encouraged to greet visitors to the schools with respect; **Golden Rules**
- The displays around the school will aim to reflect diversity across all aspects of equality ;
- Reasonable adjustments will be made to ensure access for pupils and visitors (including parents) with disabilities; **Identified in accessibility action plan, Inclusion team of staff to support individuals and groups to learn alongside peers**
- Provision is made to provide for the spiritual, cultural, moral and spiritual needs of all pupils through the planning of assemblies, classroom based and off site activities; **See SMSC policy and audit**
- Pupils are given an effective voice, for example through the School Council and through pupil perception surveys (My Health My School) which regularly seek their views; **Annual My Health, My School survey, School council improves areas of school by gathering peer pupil voice**
- Positive role models are used throughout the schools to ensure that different groups of pupils can see themselves reflected in the school community. **Gender and sex equality shown in staff and governors**

4.4 Promoting equality: Staff recruitment and professional development

- All posts are advertised formally and open to the widest pool of applicants; **Leeds website, ETeach, Facebook**
- All those involved in recruitment and selection are trained and aware of what they should do to avoid discrimination and linked to safeguarding practices to ensure good equality practice through the recruitment and selection process; **Trained SLT and governors via Key for School Leaders**
- Access to opportunities for professional development is monitored on equality grounds;
- All supply staff and contractors are made aware of equalities policy and practice;
- Employment policy and procedures are reviewed regularly to check conformity with legislation and impact. **LCC templates used**
- Ongoing professional development opportunities are maintained throughout each academic year enabling staff to develop and enhance the skills required to support the delivery of the curriculum which provides for the needs of the pupils **Extensive CPD both internally and externally**

4.5 Promoting equality: Countering and challenging harassment and bullying

- The school will counter and challenge all types of discriminatory behaviour and this is made clear to staff, pupils, parents and governors; **Clearly followed behaviour and anti bullying policies**

- The schools have a clear, agreed procedure for dealing with prejudice related bullying incidents and have nominated members of staff responsible for recording, reporting and monitoring incidents; **Yes**
- The schools report to Governors and the local authority on an annual basis the number of diversity related incidents recorded in the school. **Yes**

4.6 Promoting equality: Partnerships with parents/carers and the wider community

The school will work in partnership with parents/carers. We:

- Take action to ensure parents/carers from all backgrounds are encouraged to participate in all aspects of school life;
- Ensure that there are good channels of communication to ensure parents views are captured and acted upon; **Governors annual parent questionnaire with actions**
- Encourage members of the local community to join in school activities and celebrations;
- Ensure that parents/carers of newly arrived pupils e.g. English as an Additional Language (EAL), traveller or pupils with disabilities are made to feel welcome.

5. Responsibility for the policy

In our school, all members of the school community have a responsibility for the promotion of equalities.

5.1 The Governing Body has a responsibility for ensuring that:

- The school comply with all equalities legislation relevant to their communities;
- The schools' equality policy is maintained and updated regularly; and that, where appropriate, improvements related to equality are recorded;
- The actions, procedures and strategies related to the policy are implemented;
- The Chair of Governors will have an overview, on behalf of the governing body, on any diversity related incidents or incidents which are a breach of this policy and ensure that appropriate action is taken in relation to these incidents.

5.2 The Headteacher and Senior Leadership team has a responsibility for:

- In partnership with the Governing Body, providing leadership and vision in respect of equality;
- Overseeing the implementation of the equality policy and any supporting action plans and schemes, including the equality objectives;
- Co-ordinating activities related to equality and evaluating impact;
- Ensuring that all who enter the school are aware of, and comply with, the equalities legislation;

- Ensuring that all staff are aware of their responsibilities and receive training and support;
- Taking appropriate action in response to all forms of diversity incidents and discrimination

5.3 All school staff have responsibility for:

- The implementation of the schools' equalities policy and any supporting action plans and schemes;
- Dealing with reported incidents of discrimination and knowing how to identify and challenge bias and stereotyping;
- Ensuring they do not discriminate on grounds of ethnicity and culture, disability, sexual orientation or other equality protected characteristic under the Equality Act 2010, age, disability, gender reassignment, marriage or civil partnership, pregnancy or maternity, race, religion/belief, sex or sexual orientation;
- Keeping up to date with equalities legislation by attending training events organised by the school, local authority, or recognised training provider.

6. Eliminating discrimination

The Whartons Primary School is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.

Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

7. Advancing equality of opportunity

As set out in the DfE guidance on the Equality Act 2010, we aim to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people which are connected to a particular characteristic they have (e.g. pupils with disabilities, or pupils who are being subjected to homophobic bullying)
- Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling Muslim pupils to pray at prescribed times)
- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all pupils to be involved in the full range of school extra-curricular activities)

In fulfilling this aspect of the duty, the school will:

- Publish attainment data each academic year showing how pupils with different characteristics are performing
- Analyse the above data to determine strengths and areas for improvement, implement actions in response and publish this information
- Make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying)

- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils

8. Fostering good relations

The school aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE, citizenship and personal, social, health and economic (PSHE) education, but also activities in other curriculum areas. For example, as part of teaching and learning in English/reading, pupils will be introduced to literature from a range of cultures *Jigsaw Curriculum Science books, Y1 class library, rolling programme of library updates through LCC library service*
- Holding assemblies dealing with relevant issues. *Young Carers, Positive Identities, NSPCC*
- Working with our local community. This includes inviting leaders of local faith groups to speak at assemblies, and organising school trips and activities based around the local community *Links with Bridge Street Church*
- Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school. For example, our school council has representatives from different year groups and is formed of pupils from a range of backgrounds. All pupils are encouraged to participate in the school's activities, such as sports clubs. We also work with parents to promote knowledge and understanding of different cultures *School councillors from R-Y6, Sports clubs with funded places for vulnerable children, BSC&ASC funded places for vulnerable children*

9. Equality considerations in decision-making

The school ensures it has due regard to equality considerations whenever significant decisions are made.

The school always considers the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, the school considers whether the trip:

- *Is accessible to pupils with disabilities* *Introduce actions to remove barriers eg driving chn to venue and organising wheel chair seating*
- *Is affordable to all families* *Whole class instrument provision*

10. Monitoring arrangements

This document will be reviewed by The Governing Body at least every 4 years.

11. Legislation and guidance (Appendix 1)

This document meets the requirements under the following legislation:

[The Equality Act 2010](#), which introduced the public-sector equality duty and protects people from discrimination

[The Equality Act 2010 \(Specific Duties\) Regulations 2011](#), which require schools to publish information to demonstrate how they are complying with the public sector equality duty and to publish equality objectives

This document is also based on Department for Education (DfE) guidance: [The Equality Act 2010 and schools](#).

Appendix 1

LEGISLATIVE FRAMEWORK

Within the framework of this policy, the school will comply with all statutory requirements and codes of practice including:

Legislation

New Equality Act 2010:

The Equality Bill went through parliament and became an Act on the 8th April 2010. It took effect from Autumn 2010. The Equality Act has put a new single Equality duty on public bodies. The duty requires public bodies to think about the needs of everyone who uses their services or works for them, regardless of race or ethnicity, or any other protected characteristic such as disability or religion. The act protects people from discrimination on the basis of “protected characteristics” (which previously used to be called grounds). The relevant characteristics for services and public functions are:

- **Disability** (definition changed)

The protected characteristic of disability applies to a person who has a physical or mental impairment that has a substantial and long term adverse effect on their ability to carry out normal day to day activities. To qualify for protection from discrimination a disabled person no longer has to show that their impairment affects a particular “capacity” such as mobility or speech, hearing or eyesight. Direct discrimination has been extended to cover disability.

- **Gender re-assignment** (definition changed)

The protected characteristic of gender re-assignment will apply to a person who is proposing to undergo, is undergoing or has undergone a process to change their sex. To qualify for protection from discrimination a transsexual person no longer has to show that they are under medical supervision as it is considered 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.

- **Pregnancy and maternity** (no change)

Pregnancy and maternity is not a protected characteristic for the purposes of the schools provisions but it is covered by other requirements which means that schools are prohibited from restricting access to education on the grounds of pregnancy and maternity status

- **Race** (no change)

Race includes ethnic or national origins, colour or nationality. People can belong to one or more of these groups at the same time and the one which is relevant to a particular situation depends on the circumstances.

- **Religion or belief** (no change)

The protected characteristic of religion or belief includes any religion or belief and any religious or philosophical belief. It also includes any lack of such religion or belief. A religion need not be mainstream or well known to gain protection as a religion, although it must be identifiable and have a clear structure and belief system. Faith schools and educational institutions with a religious ethos may in some limited circumstances favour pupils or students because of their religion.

- **Sex/Gender** (no change)

A person's sex refers to the fact that they are male or female. You must not treat a woman or a girl worse than you would treat a man or boy. You must not treat a man or boy worse than you would treat a woman or a girl in the same circumstances.

- **Sexual orientation** (no change)

Everyone is protected from being treated worse because of sexual orientation whether they are straight, gay, lesbian, or bisexual. Sexual orientation discrimination also covers discrimination connected with expressions or manifestations of a person's sexual orientation. That may include someone's appearance, the places they visit or the people they associate with.

- **Age** (no change)

Under the schools provisions of the Act age is excluded from the list of protected characteristics.

An integrated public sector Equality duty encourages public bodies to address the needs of groups experiencing disadvantage or discrimination on a number of grounds including the new socioeconomic duty. It also extends the use of positive action in the workplace. Further clarity regarding these issues and many others, particularly in relation to employment matters are available in the codes of practice which became law in April 2011:

<http://www.equalityhumanrights.com/publication/equal-pay-statutory-code-practice>

<http://www.equalityhumanrights.com/publication/employment-statutory-code-practice>

<http://www.equalityhumanrights.com/publication/services-public-functions-and-associationsstatutory-code-practice>

The **Employment Equality Regulations 2003** protect employees from discrimination because of their actual or perceived religion or belief.

Discrimination is unlawful in relation to:

- recruitment and selection
- terms and conditions of employment offered and or applied
- opportunities for training, training itself, job promotions and transfers
- harassment and victimisation
- dismissal, including redundancy
- post employment, for example provision of references

The **Employment Equality (Sexual Orientation) Regulations 2003** and the subsequent **Equality Act (Sexual Orientation) Regulations 2007** protect employees and consumers from discrimination because of their actual or perceived sexual orientation.

Once seen as a peripheral issue of little relevance to the core business of public bodies, sexual identity has been brought centre stage by legislative and societal developments. The Equality Bill will mean that public authorities will have a single public duty, which will extend the current public duties to age, sexual orientation, religion or belief, gender reassignment. It also includes pregnancy and maternity. Public authorities will have a duty to promote 'positive action'.

Gender Recognition Act 2004

The purpose of the Act is to provide transsexual people with legal recognition in their acquired gender. Legal recognition follows from the issue of a full gender recognition certificate (GRC) by a gender recognition panel. The holder of a GRC is not obliged to inform their employer that they have one, but if they choose to do so this information on their gender history must be established as protected information. Trans people are protected by the Sex Discrimination Act 1975, as amended by the Sex Discrimination (Gender Reassignment) Regulations 1992 and the Sex Discrimination (Amendment of Legislation) Regulations 2008.

Human Rights Act 1998 and Article 14 of the European Convention on Human Rights

Article 14 refers to the prohibition of discrimination and states that the enjoyment of the rights and freedoms set forth in the Convention shall be secured without discrimination on any grounds such as "sex, race, colour, language, religion, political, or other opinion, national or social origin, association with a national minority, property, birth or other status".

Part 2 of the Equality Act 2006

Part 2 of the Equality Act 2006 came into force in April 2007 and makes it unlawful for providers of goods, facilities and services to discriminate in grounds of religion or belief.

Employment Equality (Age) Regulation 2006

This came into force in October 2006 and it protects against discrimination on grounds of age in employment and vocational training. Prohibits direct and indirect discrimination, victimisation, harassment and instructions to discriminate. The regulations cover recruitment, terms and conditions, promotions, transfers, dismissals and training.

The Equality Act (Sexual Orientation) Regulations 2007

Made under section 81 of the Equality act 2006, the Equality Act (Sexual Orientation) Regulations, 2007, make it unlawful for the providers of goods, facilities or services to discriminate under grounds of sexual identity.

**Impact Assessment Flowchart
Initial Screening**

Step 1: Identify the purpose/aim(s) of the policy, process, service or strategy

Step 2: Gather information and data

Step 3: Identify the impact of the policy, process, service or strategy

Has a significant adverse impact been identified?

Yes

No

Proceed to full impact
assessment

Publish impact
assessment summary

Full impact assessment

Step 4: Consider further information and data

Step 5: Assess the likely impact

Step 6: Identify adverse impact and consider alternatives

Step 7: Consult on the policy, process, service or strategy

Step 8: Make a decision

Step 9: Monitor

Step 10: Publish the outcomes of the Impact Assessment

Impact Assessment Form

Part 1 – Initial Screening

1. Named individual responsible for completing the assessment:

2. Policy, process, service or strategy title/ number

3. What is the main purpose or aims of the policy, process, service or strategy?

4. Who will be the beneficiaries of the policy, process, service or strategy?

5. Have you consulted/ explained this policy, process, service or strategy to those it might affect directly or indirectly?

6. Please complete the following table and give reasons/ comments for where:
- a) The policy, process, service or strategy could have a positive impact on any equality group or contributes to promoting equality, equal opportunities and improving relations within equality groups.
 - b) The policy, process, service or strategy could have a negative impact on any of the equality groups i.e. disadvantage them in any way. If the impact is high, a full EIA should be completed.

7. How does the policy, process, service or strategy promote equality/benefit equality groups?

8. Is there a negative impact on a particular group? Is the impact intended or

legal?

If the negative impact is not intended, discriminatory and/or high in impact complete Part 1 and move on to the full assessment.

9. What actions could be taken to amend policy, process, service or strategy to minimise negative impact?

10. How will the policy, process, service or strategy be implemented including any necessary training?

Full assessment required:

Date completed:

Approved by

Equality Target Group	Positive Impact High or Low	Negative Impact High or Low	Comments
Gender			
Ethnicity (please specify if a particular group is affected)			
Disabled People			
Lesbian, Gay, Bi-sexual, Transsexual			
Age Group e.g. young people 16-24 Older people 50+			
Faith Groups			

Equality Impact Assessment Form

Part 2 – Full Assessment

1. Named individual responsible for completing the assessment:

2. Policy, process, service or strategy title/ number

3. In Part 1 – Initial Screening, which equality group or groups were identified as being disadvantaged by the policy, process, service or strategy

<input type="checkbox"/>	Age
<input type="checkbox"/>	Disability
<input type="checkbox"/>	Faith or Religion
<input type="checkbox"/>	Gender / Transgender
<input type="checkbox"/>	Race
<input type="checkbox"/>	Sexual Orientation

4. Summarise the negative impacts for each group

5. What consultation has taken place or will take place with each equality group – internally or externally?

Question 6 to be completed once consultation and/or research has been carried out

6. Who was consulted and/ or what information/data was obtained?

7. What changes will be made to the policy, process, service or strategy as a result of consultation and/or research?

8. Describe how the planned changes will:
- Lessen the negative impact or ensure the negative impact is legal
 - Provide an opportunity to promote equality and improve relations

9. Describe the monitoring processes set up to measure the effects of policy, process, service or strategy.

10. When will the policy, process, service or strategy be reviewed?

Date completed:

