

PORTISHEAD PRIMINARY SCHOOL SINGLE EQUALITY POLICY

Jan 2022

EQUALITY STATEMENT

Legal Duties

As a school we welcome our duties under the Equality Act 2010. The general duties are to:

- eliminate discrimination,
- advance equality of opportunity
- foster good relations

We understand the principal of the act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity.

A protected characteristic under the act covers the groups listed below:

- age (for employees not for service provision),
- disability
- race
- sex (including issues of transgender)
- gender reassignment
- maternity and pregnancy
- religion and belief,
- sexual orientation
- Marriage and Civil Partnership (for employees)

In order to meet our general duties, listed above, the law requires us to do some specific duties to demonstrate how we meet the general duties. These are to:

- Publish equality Information – to demonstrate compliance with the general duty across its functions (**We will not publish any information that can specifically identify any child**)
- Prepare and publish equality objectives

To do this we will collect data related to the protected characteristics above and analyse this data to determine our focus for our equality objectives. The data will be assessed across our core provisions as a school. This will include the following functions:

- Admissions
- Attendance
- Attainment
- Exclusions
- Prejudice related incidents

Our objectives will detail how we will ensure equality is applied to the services listed above however where we find evidence that other functions have a significant impact on any particular group we will include work in this area.

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We also welcome our duty under the Education and Inspections Act 2006 to promote community cohesion (See Community Cohesion Policy 2010).

We recognise that these duties reflect international human rights standards as expressed in 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.

In fulfilling our legal obligations we will:

- Recognise and respect diversity
- Foster positive attitudes and relationships, and a shared sense of belonging
- Observe good equalities practice, including staff recruitment, retention and development
- Aim to reduce and remove existing inequalities and barriers
- Consult and involve widely
- Strive to ensure that society will benefit

Our Ethos/mission

The school mission statement is “Learning and Achieving Together” which is broken in to three core values, Relationships, Partnership and Achievement.

*Children come to school to learn the necessary skills to form effective **relationships** and be able to maintain them. At PPS we value diversity and work to ensure that all members of the school community are respected and valued. The views, opinions and beliefs of others are shared and respected.*

*It is essential that staff, pupils, parents and the community work in **partnership** to ensure that all children reach their full potential and have equality of opportunity. By doing this and working with a variety of outside agencies we are able to maintain and an inclusive and welcoming school.*

*The school has robust monitoring and evaluation processes than enable school leaders to assess the effectiveness of the organisation in delivering the vision and tracking individual children and groups. Our curriculum and teaching and learning strategies are carefully assessed to ensure that all children are able to reach their potential. This is what we mean by **achievement**.*

Addressing Prejudice Related Incidents

This school is opposed to all forms of prejudice and we recognise that children and young people who experience any form of prejudice related discrimination may fair less well in the education system. We provide both our pupils and staff with an awareness of the impact of prejudice in order to prevent any incidents. If incidents still occur we address them immediately and report them to the Local Authority using their guidance material. The Local Authority may provide some support.

Responsibility

We believe that promoting Equality is the whole schools responsibility:

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School Community	Responsibility
Governing Body	Involving and engaging the whole school community in identifying and understanding equality barriers and in the setting of objectives to address these. Monitoring progress towards achieving equality objectives. Publishing data and publishing equality objectives.
Head teacher	As above including: Promoting key messages to staff, parents and pupils about equality and what is expected of them and can be expected from the school in carrying out its day to day duties. Ensuring that all school community receives adequate training to meet the need of delivering equality, including pupil awareness. Ensure that all staff are aware of their responsibility to record and report prejudice related incidents.
Senior Management Team	To support the Head / Principal as above Ensure fair treatment and access to services and opportunities. Ensure that all staff are aware of their responsibility to record and report prejudice related incidents.
Teaching Staff	Help in delivering the right outcomes for pupils. Uphold the commitment made to pupils and parents/carers on how they can be expected to be treated. Design and deliver an inclusive curriculum Ensure that you are aware of your responsibility to record and report prejudice related incidents to the SLT
Non Teaching Staff	Support the school and the governing body in delivering a fair and equitable service to all stakeholders Uphold the commitment made by the head teacher/principal on how pupils and parents/carers can be expected to be treated Support colleagues within the school community Ensure that you are aware of your responsibility to record and report prejudice related incidents to the SLT
Parents	Take an active part in identifying barriers for the school community and in informing the governing body of actions that can be taken to eradicate these Take an active role in supporting and challenging the school to achieve the commitment given to the school community in tackling inequality and achieving equality of opportunity for all.
Pupils	Supporting the school to achieve the commitment made to tackling inequality. Uphold the commitment made by the head teacher on how pupils and parents/carers, staff and the wider school community can be expected to be treated.
Local Community Members	Take an active part in identifying barriers for the school community and in informing the governing body of actions that can be taken to eradicate these Take an active role in supporting and challenging the school to achieve the commitment made to the school community in tackling inequality and achieving equality of opportunity for all.

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We will ensure that the whole school community is aware of the Single Equality Policy and our published equality information and equality objectives by publishing them on the school website.

Breaches

Breaches to this statement will be dealt with in the same ways that breaches of other school policies are dealt with, as determined by the head teacher and governing body.

Monitor and Review

Every three years, we will review our objectives in relation to any changes in our school profile. Our objectives will sit in our overall school improvement plan and therefore will be reviewed as part of this process.

Date Approved by the Governing Body **March 2019**

Date to be reviewed by the Governing Body **March 2021**

Further guidance for parents and carers and school governors on the Equality Act 2010 can be found on Local Authority's Website.

Equality Act 2010 Briefing – For School Governing Bodies & Employees

What is the Equality Act 2010?

The Equality Act 2010 is a new law which protects people from discrimination. It replaces all previous, separate equality laws including the Disability Discrimination Act, Race Relations Act and many others.

Why change?

Having one law on Equality helps people to better understand theirs and other people's rights, and how they should expect to be treated.

Equality: does not mean treating everyone the same, it means treating people fairly, with respect, having regard for their rights and wishes. Sometimes this means giving people extra help so they have the same chances.

Public Sector Equality Duty

Previous equality duties involved schools producing separate policies and action plans for race, disability and gender. The new Equality Act introduces a single equality duty for all public sector organisations including schools, this is known as the 'public sector equality duty'.

The public sector duty requires all schools to show how they are meeting the aims of the Equality Act by giving 'due regard' to the need to:

- **Eliminate Unlawful Discrimination**, harassment, victimisation and any other conduct prohibited by the Act

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- **Advance Equality of Opportunity**, between persons who share a relevant protected characteristic and persons who do not share it
- **Foster Good Relations** between persons who share a relevant protected characteristic and persons who do not share it

Specifically to:

- Remove or minimise disadvantages suffered by persons who share a relevant protected characteristic that is connected to that characteristic
- Take steps to meet the needs of persons who share a relevant protected characteristic that is different from the needs of persons who do not share it
- Encourage persons who share a relevant protected characteristic to participate in public life or in any other activity in which participation by such persons is disproportionately low

Protected Characteristics?

The Equality Act protects the same groups of people that were covered by previous equality legislation, but these groups are now referred to as 'protected characteristics'. The following is a list of the protected characteristics that must be covered by schools:

- Disability
- Gender Reassignment
- Pregnancy and maternity
- Race
- Religion or belief
- Sex (referred to previously as gender)
- Sexual Orientation

The protected characteristic of 'Age' applies to schools as employers, but not with regard to the treatment of pupils or prospective pupils.

What does this mean for school governing bodies?

The Act covers all aspects of school life which are to do with how a school treats its pupils and prospective pupils, and their parents and carers; how it treats its employees; and how it treats members of the local community.

The Act makes it unlawful to discriminate against an individual accessing education provision. A school must not discriminate against a pupil with regards to:

- Admissions
- Provision of education
- Access to any benefit, facility or service
- Exclusions

It is also unlawful for a school to harass or victimise a pupil.

What do schools have to do?

Schools and other public sector organisations have two sets of specific duties which they must achieve to show that they are meeting their duty, they must:

- publish information which demonstrates their compliance with the duty to have due regard for the three aims of the general duty (as detailed earlier on page 1 above)

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- prepare and publish specific and measurable objectives which they will pursue over the coming years to achieve the three aims

School governing bodies should work closely with the whole school community to:

- Evaluate how well the school is already achieving the three aims of the general duty across all of the protected characteristics listed earlier;
- Identify where there are gaps and prioritise these for actions identifying at least 3 measurable 'equality objectives' to focus on over the next 3 years;
- Develop a 'Single Equality' Policy, detailing all protected characteristics, and making clear the school's responsibilities under the Act, its commitment and what it will do to achieve 'equality of opportunity' for the whole school community.

Discrimination and Indirect Discrimination

Direct Discrimination occurs when a person treats another person differently than they treat or would treat another person because of a 'protected characteristic'.

Discrimination arising from disability can happen if a person is treated unfairly because of something that results from, or is connected with their disability.

Example: A pupil with cerebral palsy who is a wheelchair user is told she will be unable to attend a school trip to a local theatre which is showing a play that she is currently studying in English. This is because the building is not wheelchair accessible. The pupil and her parents are aware that the play is also on at a theatre in a nearby city which is accessible but the school does not look into this option. This is likely to be discrimination arising from a disability.

Unlike all other protected characteristics, treating a disabled person more favourably than a non-disabled person, because of their disability, is allowed under the act.

Example: A school provides extra lessons to a disabled pupil who has missed lessons because of attendance at medical appointments relating to their disability.

Further Examples of Direct discrimination

Example 1: A teacher at a school lets children know that there will be football trials for the school football team. The teacher states that the trials will only be open to male pupils. A female pupil wishes to take part in the trials but is told that she cannot. This is the only football team in the school.

The teachers' actions mean that the female pupil has been treated less favourably because of the protected characteristic 'sex', and as a result this is unlawful direct discrimination.

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Example 2: A pupil is unsuccessful in gaining a place at a Catholic primary school because his parents are a gay couple. This is direct 'sexual orientation' discrimination by association because of the boy's association with his parents.

Indirect Discrimination

Indirect discrimination can occur when a school applies what is felt to be a general policy or practice which puts pupils sharing a protected characteristic at a particular disadvantage.

Example of Indirect Discrimination: A school instigates a policy that no jewellery should be worn. A young woman of the Sikh religion is asked to remove her Kara bangle in line with this policy, although the young woman explains that she is required by her religion to wear the bangle. This could be unlawful indirect discrimination on the grounds of religion and belief.

Further information on the Equality Act: <http://homeoffice.gov.uk/equalities/equality-act/>
<http://www.education.gov.uk/schools/leadership/governance/guidetothelaw/b0065507/gttl/equal-opportunities-and-governors>

Equality Act 2010 Briefing – For Parents & Carers

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Why change?

Having one law on Equality helps people to better understand theirs and other people's rights, and how they should expect to be treated.

Equality: does not mean treating everyone the same, it means treating people fairly, with respect, having regard for their rights and wishes. Sometimes this means giving people extra help so they have the same chances.

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Discrimination arising from disability can happen if a person is treated unfairly because of something that results from, or is connected with their disability.

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²**Example:** A school provides extra lessons to a disabled pupil who has missed lessons because of attendance at medical appointments relating to their disability.

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The Equality Act protects the same groups of people that were covered by previous equality legislation, but these groups are now referred to as 'protected characteristics'. The following is a list of the protected characteristics covered by schools:

- Disability
- Gender Reassignment
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual Orientation

What does this mean for schools?

The Act covers all aspects of school life which are to do with how a school treats its pupils and prospective pupils, and their parents and carers; how it treats its employees; and how it treats members of the local community.

² All Examples are taken and in some cases have been amended, from the Draft Code of Practice: Schools in England & Wales Consultation January 2011

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A school must not discriminate against a pupil with regard to:

- Admissions
- Provision of education
- Access to any benefit, facility or service
- Exclusions

It is also unlawful for a school to harass or victimise a pupil.

What do schools have to do?

All schools, across all 'protected characteristics', have to give due regard to the need to:

- Eliminate Unlawful Discrimination
- Advance Equality of Opportunity
- Foster Good Relations

Schools will have to demonstrate that they are doing this across all areas. This should include working with parents, carers, pupils and staff to understand issues/barriers in school, and how to resolve them. North Somerset Local Authority provides guidance for schools to support and assist them in meeting their Equality Duties.

How can parents and carers raise issues or concerns?

1. If a parent or carer feels that their child is being treated unfairly then they must follow the schools complaints process in the first instance:

For further information on matters of equality please visit the council's website:

www.n-somerset.gov.uk/Education/Schools/

Equality & Human Rights Commission: www.equalityhumanrights.com or Department of Education: www.education.gov.uk/aboutdfe/policiesandprocedures/equalityanddiversity

Briefing for School Councils & Pupils

What is the Equality Act 2010?

The Equality Act 2010 is a new law which protects people from discrimination. We used to have many different laws on equality, which often confused people, but we now have one. Having one law on equality helps people to better understand theirs and other people's rights, and how they should expect to be treated.

Equality: does not mean treating everyone the same, it means treating people fairly, with respect, having regard for their rights and wishes. Sometimes this means giving people extra help so they have the same chances.

Public Sector Equality Duty

All public sector organisations have a duty under the equality act called 'the public sector duty'.

Public Sector Organisations: These are organisations which provide a service to the public and include: local councils, schools and colleges, police, fire and rescue, hospitals and many more.

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The public sector duty will require all schools to show how they are meeting the aims of the Equality Act which are to:

- Eliminate Unlawful Discrimination **(stop people being treated unfairly)**
- Advance Equality of Opportunity **(help to make society a fairer place for everyone)**
- Foster Good Relations **(learn about, share and celebrate other people's differences)**

All schools will be expected to show how they engage with different groups of people, in particular people from the following groups who are known in law as those with 'protected characteristics':

- **Disability** (A person who has a physical or mental impairment which affects their ability to carry out normal day-to-day activities.)
- **Gender Reassignment** (The process of changing from one gender to another)
- **Pregnancy and maternity** (Being pregnant or expecting a baby; maternity refers to the period after the birth)
- **Race** (a group of people defined by their race, colour, and nationality (including citizenship) ethnic or national origins)
- **Religion or belief** (Religion has the meaning usually given to it but belief includes religious and philosophical beliefs including lack of belief (e.g. Atheism))
- **Sex** (male or female)
- **Sexual Orientation** (Whether a person's sexual attraction is towards their own sex, the opposite sex or to both sexes)

Protected Characteristics: People from the groups listed above are known to experience discrimination more often than other people in society. We now use the words 'protected characteristics' to make it clear that people from these groups are protected in law from being treated unfairly.

Equality Act 2010 Checklist

Over the page are a set of questions which will help you to check how well your school is doing at present in meeting their equality duties.

Should you require any further help, or would like to talk to someone further about the information contained within this briefing or the questions then please feel free to contact:

Email: equality@n-somerset.gov.uk

Telephone: 01934 634 832

Address: Town Hall, Weston-super-Mare Somerset BS23 1UJ

For information on **disability access** contact:

Email: anthony.rylands@n-somerset.gov.uk

Telephone: 01934 634 989

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Fax: 01934 426164

Address: Town Hall, Weston-super-Mare Somerset BS23 1UJ

Pupil Outcomes

Equality Objective: To raise the attainment of the disadvantaged children so that attainment is in line or above the attainment national disadvantaged children and rapidly closing on non-disadvantaged attainment at the end of KS2.

Why: End of KS2 data shows that despite good rates of progress the attainment of our disadvantaged children at the end of KS2 is below national.

How: Evaluate the impact of current initiatives from the previous academic year; Track progress by careful analysis of the data, planning and work scrutinies. Ensure that all staff have a clear focus on the progress of these children in class and intervention groups. Phase leaders to these learners in all school monitoring. Consult with parents to improve attendance and understand barriers to learning. Ensure that effective teaching strategies and resources are used to narrow the gap for all pupil groups. Explore best practice LSP partner school and use as a focus in LSP peer challenge review.

Outcome: We intend to use the information gathered to develop and improve our interventions to improve outcomes in reading, writing and maths. Although this will particularly focus on disadvantaged children development for this academic year, in order to begin to narrow this gap, our intention is to extend this to all pupils. We will circulate the findings and details of the exact projects/initiatives annually in the school development plan (RAPP) and our disadvantaged strategy.

Parental Engagement

Equality Objective: To increase the level of parental engagement in the life of the school, particularly with disadvantaged and vulnerable learners.

Why: Attendance at school meetings, performances, pupil attendance and attendance at school events is high for all families.

How: Ensure that in all communication the value and impact of parent participation is explained. The learning mentor to directly support parents with 1:1 personal communication in advance of meetings to support attendance and where possible for the school to work in partnership to facilitate parental attendance. Ensure that where possible events are timetabled in an equitable way to allow working parents some opportunity to engage with the school. Establish regular coffee mornings where it is safe to do some.

Outcome: Parents from all groups and back grounds are engaged in the life of the school and feel they are valued members of the school community.

Respect for Diversity

Equality Objective: Promote the cultural understanding and respect for diversity with all pupils.

Why: The school needs to prepare the children to live and work in a multi-cultural society and global economy.

How: Ensure that the school curriculum celebrates diversity and challenges stereotypes through topic weeks, themed weeks, language of the term and resources and experiences that reflect a range of cultures. The school delivers a values led curriculum that delivers the 4 outcomes of the school vision. Assemblies are also used to raise awareness of the diversity of the wider community and promote equality. Children and families from BME backgrounds are welcomed and provided with opportunities to share their heritage. The JIGSAW PHSE scheme is taught in PHSE to supplement our school and British values.

Outcome: Children respect and value the diversity of the UK and within our own school and community. All forms of prejudice are recorded and challenged. All children feel a sense of their own uniqueness and feel respected and valued.

Additional Objectives:

Our data did not identify any areas of concern in relation to religion or belief or to age. However we have decided to include actions in these areas as noted below:

- In order to keep a high profile on Religion or Belief we will continue to deliver a robust RE syllabus and visit different places of worship as part of our school curriculum activities.

We will engage with our school community to ensure the objectives identified are the best ones for this academic year based on the data analysis. The equality objectives for Portishead Primary School are contained within the school improvement plan and are monitored by the governing body quarterly.

Employment

Equality Objective: Ensure we maintain a professional workforce.

Why: We want all staff to feel valued and be able to realise their full potential.

How: We will ensure that all staff are given the opportunity to access all developmental opportunities. This includes internal and external CPD as well as taking on leadership roles within the school setting.

Outcome: To have a professional workforce that feels valued, and treated fairly in accessing training and development opportunities to develop their professionalism.

We will measure the success of this by conducting annual staff surveys.