

**William Hildyard Church of England Primary and Nursery School**  
**A member of the Aspire Federation**  
**Single Equality Policy**

September 2016

*This policy amalgamates & replaces all previous policies on inclusion, equal opportunities & equality*

**School Aims and Ethos**

William Hildyard is a voluntary aided Church of England school, with strong links to St. Guthlac's Church. As such the school promotes Christian values, in keeping with its foundation status. However while we promote the distinctive Christian Character of the school, we also promote an understanding of, and respect for, other faiths and cultures. Indeed our Christian heritage ensures that we provide an inclusive environment for all stakeholders regardless of their ability, their ethnicity, their culture, their national origin, their religious or non-religious affiliation their gender or gender identity or their sexual identity.

We believe education is a partnership between parents, teachers and children and that only with co-operation, mutual support and respect can we develop each child's potential to the full – academically, socially and morally.

It is our intention to create a loving and happy atmosphere in which the children and teachers can work purposefully and effectively and one in which children feel welcomed and safe. We aim to provide a Christian environment in which the children can develop into thoughtful and caring people, with respect for themselves, each other and the environment.

We expect our children to behave well, demonstrate manners and to work hard to achieve to their potential. To this end, we provide a wide range of stimulating and interesting activities to motivate the children. We offer all children the opportunity to progress at their level, regardless of learning, emotional or physical difficulties or their race or gender.

We believe that a sound education while in primary school is an essential prerequisite for developing lifelong learners. It is, however, important that knowledge in any subject is based upon real understanding, and is not restricted to the ability to produce mechanical responses. Through meaningful learning and relevant and balanced teaching, we hope to produce well rounded learners who demonstrate independence, initiative and self-discipline.

Endeavour and both personal and collective achievement is praised and shared among all pupils, staff (teaching and non-teaching), parents, Governors and the community of the school.

**William Hildyard Church of England Primary and Nursery School Guiding Objectives**

Objective 1: All learners are of equal value.

We see all learners and potential learners, their parents and carers, staff members, governors & all other stake holders as of equal value:

Objective 2: We recognise and respect difference.

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

Objective 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:

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

We ensure that policies and procedures should benefit all employees and potential employees, for example in recruitment and promotion, and in continuing professional development.

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

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

**Objective 6:** We consult and involve widely

We engage with a range of groups and individuals to ensure that those who are affected by a policy or activity are consulted and involved in the design of new policies, and in the review of existing ones.

**Objective 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.

## **Purpose of the Single Equality Policy**

The 2010 Equality Duty requires public bodies to think about how they treat people from different groups fairly and equally. The purpose of our Single Equality Policy is to fulfil the Duty to promote equality for people with ‘protected characteristics’, and embed fairness and equality at the heart of our school community and in all aspects of our provisions, criteria and practices (PCPs).

Schools were already expected to think about equality with respect to how they treated people of different races, disabled people and men and women. In addition to these three areas, the 2010 Act adds extra groups of people to the Equality Duty. These are:

- Gender reassignment.
- Pregnancy and maternity.
- Religion or belief.
- Sexual orientation.
- Marriage and civil partnership
- Age

According to the Equality & Human Rights Commission, ‘age’ and ‘being married or in a civil partnership’, are not to be included in the provisions schools make to ensure equality. We assume this is because firstly, the very nature of the curriculum dictates that children are treated differently in school according to their age, and secondly issues of marriage or civil partnership are not relevant in this context. Thus these two categories are left out with reference to pupils. However, at William Hildyard we realise that they could be very pertinent to some of our other stakeholders i.e. parents, staff, governors & community members. As such we try to ensure stakeholders are not discriminated against by our policies and practices, including where appropriate, in issues of age or family situation.

We also recognise within this Policy the inequality linked to poverty and socio-economic factors. In short the purpose of this document is to help us to treat all of our stakeholders fairly and equally.

## **Setting our Priorities**

The priorities for the Single Equality Policy are set in light of:

- Analysis of School Data
- Pupil, Parent and Staff Surveys
- Governing Body Meeting

## **Our 2016 – 2017 Identified Priorities**

- Pupil Premium Support
- Support for More Able
- Staff Training
- Respect for Others

## **Due Regard**

Page 22 of the DfE advice says that ‘due regard’ has been defined in case law and means giving relevant and proportionate consideration to the duty.

For schools this means:

- Decision makers must be aware of the duty to have due regard when making a decision or taking an action and must assess whether it may have implications for people with particular protected characteristics
- Schools should consider equality implications before and at the time that they develop policy and take decisions, not as an afterthought, and they need to keep the under review on a continuing basis
- The PSED has to be integrated into the carrying out of the school’s functions, and the analysis necessary to comply with the duty has to be carried out seriously, rigorously and with an open mind.

## **Responsibilities**

### **Governing Body**

The governing body has a duty to promote equality of opportunity and eliminate discrimination. Functionally, the governing body discharges this responsibility through the Executive Headteacher and the Senior Leadership Team.

### **Senior Leadership Team (SLT)**

The Senior Leadership Team (SLT) promotes equality and eliminates discrimination by:

- raising awareness of all the duties within the whole school community;
- referring to relevant and up-to-date documentation from the Equality and Human Rights Commission (EHRC);
- ensuring understanding of the broad legal definition of disability;
- sensitively encouraging declaration of protected characteristics by children and young people, parents/carers, staff and other users of the school;
- working with trade unions to implement the relevant duties in employment functions;
- ensuring that the principles of relevance, proportionality, reasonable adjustment and positive action are applied appropriately;
- providing appropriate training for staff, Governors and other members of the school community;
- monitoring the outcomes and impact of provisions, criteria and practices on all groups, and responding with appropriate actions;
- in the event of expectations not being met, ensuring action is taken.

### **All Members of the School Community**

The school regards ‘equality for all’ as a responsibility for all. All members of our community (parents, staff, governors, volunteers, children ...) contribute to ensuring that our school is a fair, just and inclusive by:

- contributing to the Single Equality Policy implementation and review process
- raising equality issues with line managers
- maintaining an awareness of the school’s current Single Equality Policy
- implementing PCPs in accordance with agreed protocols and standards;
- behaving with respect and fairness to all members of the school community

## **Purpose and process**

The collection of information is crucial to supporting us in deciding what actions to take to improve equality and eliminate discrimination within the school community. The information also subsequently helps us to review our performance so it needs to be detailed enough to enable us to measure how we are delivering on equality duties.

## **Types of information gathered**

The wide range of information gathered to support our planning and action to promote equality and eliminate discrimination includes the following:

- identification of children, parents, carers, staff and other users of the school according to various groupings;
- children's views via both questionnaires & photographs;
- adult stakeholder questionnaires;
- pupil attainment and progress data relating to different groups;
- sports and activities choices of all groups;
- exclusions data analysed by group;
- records of bullying and harassment on the grounds of any equality issue;
- data on the composition of both staff & governors;

## **The curriculum**

Development Teams keep each curriculum area under review in order to ensure that teaching and learning reflect the principles set out above.

## **Ethos and organisation**

We ensure the principles listed above apply to the full range of our policies and practices, including those that are concerned with:

- pupils' progress, attainment and achievement
- pupils' personal development, welfare and well-being
- teaching styles and strategies
- admissions and attendance
- staff recruitment, retention and professional development
- care, guidance and support
- behaviour, discipline and exclusions
- working in partnership with parents, carers and guardians
- working with the wider community.

## **Religious observance**

We respect the religious beliefs and practice of all staff, pupils and parents, and comply with reasonable requests relating to religious observance and practice.

## **Monitoring**

The various aspects of this policy will be monitored as follows:

- The SLT and SENCo will monitor the progress of pupils from minority groups, comparing it with the progress made by other pupils in the school
- The governors will monitor the staff appointment process, so that no one applying for a post at this school is discriminated against
- The Executive Headteacher and Head of School will monitor the 'Incident Book' for incidents of discrimination.

## **Incidences of Discrimination at William Hildyard Church of England Primary and Nursery School**

The school is opposed to all forms of discrimination and prejudice which stand in the way of fulfilling the legal duties:

The Executive Headteacher and Head of School will ensure that all staff are aware of the following procedures for reporting and recording incidents of discrimination by the children:

- Reported to the Executive Headteacher, Head of School, or another member of the SLT.
- Recorded in Incident Book (kept in the Office) & on an incident sheet. After discussion with the head or a member of the SLT a highlighted 'R', 'G' 'H' or 'D' will be recorded next to the incident description for instance of racial, gender, homophobic or disability discrimination respectively.
- The parties involved in the incident of discrimination will be interviewed by the Executive Headteacher/ Head of School / SLT member and another member of staff – records of the interview will be recorded on the Incident Sheet. As appropriate, the incident could be discussed by a Committee of the governing body and/or reported to the LA.
- Parents will be contacted.
- The school will also use the Authority's Racial Harassment Incident Report form for instances of racial discrimination.
- The Executive Headteacher will seek advice from outside agencies where this is deemed necessary/appropriate.

Incidences of discrimination involving adult stakeholders should be reported to the Executive Headteacher. Should the incident involve the Executive Headteacher the schools complaints policy should be followed.

We keep a record of prejudice-related incidents and, if requested, provide a report to the local authority about the numbers, types and seriousness of prejudice-related incidents at our school and how they are dealt with.

All incidents of discrimination will be included in the Executive Headteacher's reports to governing body.

### **Publication**

The policy is available on the school's website or in paper form from the school office.

### **Review**

As part of the review of the Single Equality Policy, the school commits to revisiting and analysing the information and data used to identify priorities for the School Development Plan.

The review of the Single Equality Policy informs the setting of new priorities and action plans. This process continues to:

- involve the participation of a full range of stakeholders;
- be evidenced based - using information and data that the school has gathered and analysed;

## Appendix 1

### **Definition of Discrimination**

Discrimination can be defined in the following ways:

#### 1. Direct discrimination

Direct discrimination occurs when you treat a pupil less favourably than you treat (or would treat) another pupil because of a protected characteristic. (See legal framework.)

#### 2. Discrimination based on association

Direct discrimination also occurs when you treat a pupil less favourably because of their association with another person who has a protected characteristic.

#### 3. Discrimination based on perception

Direct discrimination also occurs when you treat a pupil less favourably because you mistakenly think that they have a protected characteristic.

#### 4. Indirect discrimination

Indirect discrimination occurs when you apply a provision, criterion or practice in the same way for all pupils or a particular pupil group, but this has the effect of putting pupils sharing a protected characteristic within the general student group at a particular disadvantage.