



# Buckland Primary School

## Single Equality Policy

### 2021 – 2022



Date of Approval		Date of Review	
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Signed	Headteacher Mrs Rebecca E Hutton	Signed	Chair of Governors Mrs Hilary Watson

At Buckland Primary we encourage each child's sense of individual worth – developing the child's capacity to live as an independent, self-motivated person in the realisation of his/her potential.

Schools are required to meet significant 'positive statutory duties' in the area of equality. These duties require schools to promote equality of opportunity in everything that they do.

The "Public Sector Equality Duty" means that schools may not take a reactive approach to equality, but a proactive approach to equality must be adopted. In practice, this requires all schools to:-

- take positive and proactive steps to identify areas of potential inequality before they have the chance to have an impact on people;
- make changes to ensure that any areas of potential inequality are eliminated.

Overall, Equality Duties are not new to schools. The Duty to Promote Race Equality came into force in 2002. The Duty to Promote Disability Equality came into force in 2006 and The Gender Equality Duty in 2007.

As of 1st April 2011, The Equality Act (2010) has required schools to meet a single Public Sector Equality Duty which encompasses 'General' and 'Specific' duties in promoting equality across the full range of protected characteristics, namely:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion and belief
- Sex
- Sexual orientation

### Leadership and Management

Buckland Primary has prepared this policy as a commitment to work towards racial, cultural and linguistic equality within the school. The Senior Leadership Team (and Governing Body where relevant) will consider all job applications fairly alongside all recruitment and selection activities.

### School Responsibility in Law

Legislation requires schools both to avoid discrimination and to promote equality for pupils, staff and others using school facilities.

### Definitions of Discrimination

Under the law, there are different categories of discrimination, with differences in the legal framework surrounding them. These are:



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#### **Direct Discrimination:**

Direct Discrimination is when a person is treated less favourably than others in comparable circumstances because of a special characteristic such as sex, race or a disability. In the case of direct age discrimination, this is unlawful only if it cannot be objectively justified.

#### **Indirect Discrimination:**

In essence occurs when a provision, criterion or practice is applied equally to all but has a different impact on members of one or more protected groups, of which the complainant is one, and is placed at a disadvantage as a result. Indirect discrimination is unlawful unless it can be justified for reasons unrelated to the characteristic in question. (An example might be a physical strength test, which would discriminate against women, and which might be justified in relation to a job necessitating heavy lifting, but not in relation to teaching).

**Victimisation** – treating a person less favourably because they have acted in respect of discrimination, e.g. by bringing a complaint or giving evidence for a colleague – is also unlawful.

**Harassment** – unwanted conduct which violates a person's dignity or creates an intimidating, hostile, degrading, humiliating or offensive environment for them, on grounds of one of the relevant characteristics such as sex or race – is also unlawful in many of the situations covered by discrimination law.

#### **Guidance on Discrimination:**

The school will not discriminate on any grounds against pupils, staff or parents this will include race, disability, gender, sexual orientation and belief. The school will seek to apply all policies and procedures with a view to promoting the equality of all.

#### **Promoting Equality**

We are committed to promoting:

##### **The uniqueness of the individual**

- *We believe that every person is a unique individual. We are committed to treat every person with equality of esteem, respect and dignity.*

##### **The search for excellence**

- *We celebrate the enrichment of the total community which flows from diversity of age, gender, racial and social origins, abilities, culture and religion. We are therefore committed to ensure that all are to be given every opportunity to develop their talents to the full.*

##### **The education of the whole person**

- *We offer young people the experience of life in a community founded on our values and working in harmony. Through this and a variety of educational experiences and interactions we aim to prepare young people for a life working with others in communities which maybe diverse socially, culturally and religiously. We recognise that it is also important to help pupils to understand their own ethnic identity and cultural heritage as well as helping them to understand that of others irrespective of whether the school serves or is located in an ethnically diverse community.*

##### **The education of all**

We have the duty to care for all and to ensure that we provide for those who are socially, academically, physically or emotionally disadvantaged. Consequently, we will strive to ensure that:

- any person recruited to the service of the school, whether as a member of staff or as a volunteer, is made fully aware of our aims and objectives and required to support them;
- children who are admitted to the school and their families are fully aware of our aims and objectives and undertake to support them;
- all of our structures and policies are evaluated and kept under constant review in order to see that no individual is subject in any way to unlawful discrimination, whether intentional or unintentional, and to ensure that all are enabled to reach their full potential.



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Finally, we acknowledge that minority groups have often suffered disadvantage due to prejudice or ignorance. We recognise that it is all too easy for the structures of institutions to result in “inequality by default”. We therefore commit ourselves to take positive steps to examine our policies and practice and to change them where necessary.

### Race Equality

In addition to our above stated aims, through the active implementation of the Racial Equality policy, Buckland School aims specifically to:

- Protect individuals from any form of racial discrimination
- Promote equality of opportunity; and
- Promote good relations between people of different ethnic groups.

These last three points are the duty of the school under the Race Relations Act of 1976, as amended in 2000. In the Commission for Racial Equality’s guidance for schools, pursuant to this amendment, the following is stated:

**“When a school judges relevance, the size of the ethnic minority population in your area does not matter. Race equality is important, even if there is no one from an ethnic minority in your school or local community. Education plays a vital role in influencing young people, because the views and attitudes they form as pupils or students will probably stay with them for the rest of their lives.” (p.6 A Guide for Schools 2001).**

#### **Areas for Consideration:**

The school will endeavour to address racial discrimination in the following policy areas:

- Curriculum policies
- Policy for teaching and learning (including language and cultural needs)
- Assessment and Monitoring policies
- Behaviour policy
- PSHE policy
- Staffing policies
- Membership of the Local Advisory Committee
- Community policies

Through attention to all of these areas, the school intends to:

- meet all the pupils’ needs, encouraging them to reach their full potential and raise educational standards
- create a positive, inclusive atmosphere, based on respect for people’s differences, and show commitment to challenging and preventing racism and discrimination
- prepare pupils to be full citizens in today’s multi-ethnic society
- make full use of the skills and knowledge of people from different racial group

#### **Curriculum, Teaching & Assessment**

Buckland Primary is committed to ensuring that ethnic minority interests and issues, are built into all schemes of work throughout the curriculum, and that steps are taken to promote cultural diversity and challenge racism.

At Buckland Primary teachers and all the staff respond to pupils’ diverse needs by creating effective learning environments which take into account the cultural background of pupils and diversity in the wider community, as follows:

- The contributions of all pupils are valued
- All pupils can feel secure and are able to contribute appropriately
- Stereotypical views are challenged and pupils learn to appreciate differences in others, whether arising from race, sex, ability or disability
- Pupils learn to take responsibility for their actions and behaviours
- All forms of bullying, including harassment, are challenged
- Children are encouraged to concentrate and are motivated to learn through the use of: : a variety of



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teaching approaches appropriate to different learning styles

- the use of a range of organisational approaches, including different groupings and settings
- planning appropriately challenging work for those whose ability and understanding are in advance of their English language skills
- planning activities and using materials which allow all children to succeed, through reflecting social and cultural diversity and providing positive images of race, gender and disability
- using materials which are free from stereotyping and discrimination

#### **Promotion of Policy**

The policy will be actively promoted to the whole school community through the use of assemblies, newsletters and posters. Parents will be made aware of the existence and opportunity to read the policy and it is also available to read on the school's website.

#### **Monitoring**

The policy will be monitored and reviewed bi-annually by the Full Governing Body and will make use of the regular review of other policies containing statements on equal opportunities. The FGB will also monitor the achievements of pupils from ethnic minorities in the school. Consideration will be given to the impact of the policy on the school community.

### **Gender Equality**

At Buckland Primary School, we are committed to ensuring equality of education and opportunity for staff, pupils and all those receiving services from the school, irrespective of gender. The achievement of all pupils and students is monitored on the basis of gender and other relevant factors and we will use this data to raise standards and ensure inclusive teaching. We will aim to provide our pupils with a firm foundation that will enable them to fulfil their potential, regardless of gender or stereotypes. We will seek to eliminate unlawful discrimination against pupils and staff by adhering to our duties as an employer under the legislation.

#### **The Gender Equality Duty (GED)**

##### **What is it?**

The Government introduced the Equality Act 2006 with the purpose of ensuring that people are treated fairly and equally (i.e. are not subject to discrimination). Within this Act a Gender Equality Duty was established for the public sector. The new legal Duty places a requirement on public bodies to be proactive and to promote gender equality within their service delivery and employment. It is recognised that public authorities can make an enormous contribution towards removing the barriers to equal opportunities that exist in society.

The legislation outlines both a General Duty and Specific Duties.

##### **The General Duty**

The General Duty requires that every public authority in carrying out its functions should:

- Eliminate unlawful discrimination and harassment, taking active steps to comply with both the Sex Discrimination Act and the Equal Pay Act
- Take active steps to promote equality of opportunity between men and women when carrying out their functions and activities

##### **The Specific Duties**

In addition, public bodies are required to comply with the Specific Duties which are:

- To produce and publish a Gender Equality Scheme (GES) identifying Gender Equality goals and actions to meet those goals
- To consult with employees and stakeholders in the development of the GES



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- To monitor and review progress. The scheme will need to be reviewed every three years
- To publish an annual report on progress with the Action Plan
- To develop and publish an equal pay policy including measures to address promotion, personal development and occupational segregation
- To conduct and publish gender impact assessments of all legislation and major policy developments and publish their criteria for conducting such assessments

The act also makes provisions on prohibiting discrimination on the grounds of sexual orientation in employment and the provision of goods, services, facilities, education, use and disposal of premises and the exercise of public functions.

### **Equality Impact Assessment**

Under the GED, there is a specific duty (as is also required for Race and Disability Equality) to ensure that current and future policies and practices do not discriminate against either sex, or maintain or lead to gender inequality.

To meet the Duty, it is essential that gender impact assessments are undertaken and published for all policy developments and that the criteria for conducting such assessments are published. The school will need to:

- Identify the aims of the policy or practice
- Collect evidence on the impact of policies on both sexes
- When new policies are being developed, assess their likely consequences for both sexes
- Alter or amend proposed policies so that they promote gender equality and eliminate discrimination
- Resource those changes appropriately

### **Involvement and Consultation**

Buckland Primary School consults all stakeholders in the development of our Gender Equality Scheme through:

- Regular assessment and analysis of performance data which informs performance management information to class teachers.
- Consultation of stakeholders through School Self Evaluation this will focus groups, Pupil Parliament and stakeholders questionnaires.
- Continuous monitoring:
  - Suggestion boxes
  - School Development Plan consultation
  - Policy review

Stakeholders have a variety of ways to share their views and identify any issues for improvement; any matters raised are investigated and appropriate action taken in line with school policies.

### **Monitoring**

It is important to monitor the impact of the action taken to ensure that progress is being made towards meeting the Gender Equality Duty, and to ensure that no adverse impact is occurring as a result of the actions.

### **Disability Equality Duty (DED)**

The duty requires schools, when carrying out their functions, to have due regard to the need to:

- promote equality of opportunity between disabled people and other people;
- eliminate discrimination that is unlawful under the Disability Discrimination Act;
- eliminate harassment of disabled people that is related to their disability;
- promote positive attitudes towards disabled people;
- encourage participation by disabled people in public life;
- take steps to meet disabled people's needs, even if this requires more favourable treatment.



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At Buckland Primary School we are committed to ensuring equality of education and opportunity for disabled pupils, staff and all those receiving services from the school. We aim to develop a culture of inclusion and diversity in which people feel free to disclose their disability and to participate fully in school life. The achievement of disabled pupils and students will be monitored through our Vulnerable Register and we will use this data to ensure inclusive teaching. We will make reasonable adjustments to make sure that the school environment is as accessible as possible. At Buckland Primary School, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

#### **Definition:**

**The Disability Discrimination Act 2005 (DDA) defines a disabled person as someone who has ‘a physical or mental impairment which has a substantial or long-term adverse effect on his or her ability to carry out normal day-to-day activities’.**

The DDA 2005 has also extended the definition of disability as follows:

- People with HIV, multiple sclerosis and cancer (although not all cancers) are deemed disabled before they experience the long-term and substantial adverse effect on their activities.
- Section 18 has been amended so that individuals with a mental illness no longer have to demonstrate that it is “clinically well-recognised”, although the person must still demonstrate a long term and substantial adverse effect on his/her ability to carry out normal day-to-day activities.

#### **The Duty**

- The Disability Discrimination Act 2005 places a general duty on schools, who need to have due regard for the following when carrying out their functions:
- Promoting equality of opportunity between disabled people and other people;
- Eliminating discrimination that is unlawful under the DDA;
- Eliminating harassment of disabled people that is related to their disability;
- Promoting positive attitudes towards disabled people;
- Encouraging participation in public life by disabled people;
- Taking steps to meet disabled people’s needs, even if this requires more favourable treatment.
- This is also known as the Disability Equality Duty (DED) and applies to all disabled pupils, staff and those using services provided by schools.

#### **Monitoring**

To meet the Disability Equality Duty, it is essential that aspects of school life are monitored to identify whether there is an adverse impact on children and young people with disabilities. The following should be monitored:

- Achievement of pupils by disability
- Disabled staff (including numbers, type of disability and satisfaction rates in staff surveys etc.)

#### **Additional Implications for School**

##### **The role of a school as a service provider**

Schools have additional implications as a service provider to make their buildings accessible when they hire out rooms or parts of the building.

##### **Contact with Parents and Carers**

When providing newsletters and information for parents and carers, schools should make this information available in an accessible format so that parents or carers, who may be, for example, visually impaired, can access the information.



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Additionally, events for parents and carers such as open evenings, meetings with teachers, should be held in accessible parts of the building.

#### Off Site Visits

School staff will need to be aware of Section 6 of the Act when hiring transport as it puts new duties on transport providers, including the bus and coach companies, and the taxi and private hire car trade. The requirement to provide accessible vehicles is extended to include these transport providers. Venues chosen for off site visits must include an assessment for any disabled pupils or staff in the group.

#### Involvement and Consultation

It is a requirement that disabled pupils, staff and those using school services should be involved in the production of the Disability Equality Scheme.

Buckland Primary has consulted with disabled pupils, staff and service users in the development of our Disability Equality Scheme by:

- Intervention Consultant involves children in the development of Individual Education Plans.
- Class teacher consultation in the development of curricular targets • Use of Circle Time and Pupil Parliament to explore feelings and attitudes.
- Use of focus questionnaires
- Invitation at point of Induction for all stakeholders to inform and consult on their individual needs.

#### Action Plan

In order to ensure that action is taken to meet the Disability Equality Duty, Buckland Primary School has drawn up an action plan, which outlines how the requirements of the DDA 2005 will be met. This action plan will be shaped in consultation with disabled people as outlined in the previous section.

#### Monitoring and reporting

It is important to monitor the impact of the action taken to ensure that progress is being made towards meeting the Disability Equality Duty, and to ensure that no adverse impact is occurring as a result of the actions.

The monitoring of the actions outlined in the action plan will be monitored in accordance with the specified timescales. If any adverse impacts are identified during the monitoring process, the action plan will need to be revised.

An annual report will be produced by the SLT which outlines the progress of the Disability Equality Scheme and assesses the implementation of the action plan for effectiveness. This report will be circulated to the Headteacher and Governors, and the findings will be used to improve the Disability Equality Scheme and feed into future practice.

#### Background Documentation

This document is a statement of the policy for Equality in Buckland Primary School. It was developed in consultation with the Staff, Headteacher and Governors.