

# Glynwood Community Primary School



# Equality Duty Policy

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## Introduction

It is recommended that schools develop a document that sets out how they comply with equality legislation.

## Background

Schools have been working towards an improved understanding of the diverse nature of their communities, and recognising their role in promoting an understanding of equality for different groups of people. Much of this work is in response to legislation that places an increased duty on schools and other settings, but it also sits within the specific context of a school's role in providing learning and opportunities for all - it is about fairness, rights and justice.

Equality legislation exists to protect people but also to try and advance equality. In Gateshead we know that some groups do less well than their peers in terms of progress, achievement and later life chances. This picture is reflected nationally. The recognition of diversity and promotion of inclusive and equality practices will help to overcome this disparity.

The Equality Act 2010 harmonises and streamlines legislation that has come before it. The Act refers to protected characteristics:

- Age (for staff only)
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex

- Sexual orientation

The Equality Act 2010 introduced a single Public Sector Equality Duty (PSED) on public bodies including maintained schools and Academies.

This combined **Equality Duty** came into effect in April 2011. It has three main elements. In carrying out their functions, public bodies are required to **have due regard to the need to:**

- **Eliminate unlawful discrimination, harassment and victimisation** and other conduct prohibited by the Act
- **Advance equality of opportunity** between people who share a protected characteristic and those who do not
- **Foster good relations** between people who share a protected characteristic and those who do not

Having **due regard** means consciously thinking about the three aims of the Equality Duty as outlined above - for instance,

- Decision makers in schools must be aware of the duty to have "due regard" when making a decision or taking an action which may have implications for people with particular protected characteristics.
- Schools should consider equality before and at the time that they develop policy and take decisions, not as an afterthought, and they need to keep it under review on a continuing basis.
- The equality duty has to be integrated into the carrying out of the school's functions, and the duty has to be carried out rigorously and must lead to positive change

Having due regard to the need to **advance equality of opportunity** involves considering the need to:

- **remove or minimise disadvantages** experienced by people due to their protected characteristic

- meet the needs of people with protected characteristics: and
- encourage people with protected characteristics to participate in public life or in other activities where their participation is low.

**Fostering good relations** involves tackling prejudice and promoting understanding between people who share a protected characteristic and others.

## Specific Duties

The Act also introduced specific duties, which are designed to help public authorities to meet their obligations under the Public Sector Equality Duty (PSED). The PSED is set out on the face of the Act, while the specific duties are set out in secondary legislation.

The Specific Duties require schools to:

- Publish information annually to demonstrate compliance with the Equality Duty - policy with updates is put onto the school website
- Publish equality objectives every four years (one or more as is proportionate to the organisation)

All information must be published in a way that is accessible to the public.

What information to publish or what or how many objectives to set has not been prescribed and will be proportionate to the size of the school; the extent to which its functions affect equality; and the evidence that such objectives are needed. A starting point will be to look at what information you are already publishing and consider whether this gives an accurate picture of progress on equality issues affecting your staff and pupils.

**Schools will have to publish their equality information and objectives by 6 April 2012, and then will need to update the information at least annually and to publish objectives at least once every four years<sup>1</sup>.**

The Equality and Human Rights Commission (EHRC) and the Government Equalities Office have produced a number of guides to help public bodies including schools to understand their duties in relation to the Act and they can be downloaded from their websites.

<https://www.equalityhumanrights.com/equality/equality-act-2010/technical-guidance-schools-england>

## **Why we have developed this Equality Policy**

This Equality Policy for Glynwood brings together all previous policies, schemes and action plans around equality including those that we had previously for Race, Gender and Disability. It includes all the protected characteristics covered under the Equality Act 2010 as well as other aspects which have the potential to discriminate against any individuals within our

community. We are further committed to the development of cohesive communities both within our school's physical boundaries and within our local, national and global environments. Our school embraces the aim of working together with others to improve children's educational and wellbeing outcomes, and notes the rights set out in the UN Convention on the Rights of the Child.

Our Equality Policy is inclusive of our whole school community - pupils, staff, parents/carers, governors, visitors and partner agencies.

The purpose of this Policy is to set out how our policies and practices have due regard to the need to:

- eliminate discrimination, harassment and victimisation;
- advance equality of opportunity and
- foster good relations between groups.

It explains how we listen to and involve pupils, staff, governors, parents/carers and the community in achieving better outcomes for our children.

## **Our school within the wider context**

The national demographic presents an ever-changing picture in terms of age, ethnicity, disability and social deprivation. Glynwood's demographics show:

- Our pupil population is made up of 0.8% Arab, 2.4 Asian, 0.4% Black Sudanese, 1.6% Chinese, 1.2% Indian, 1.2% Iranian, 0.8 Iraqi, 0.4 Kurdish, 0.4 Pakistani, 0.12% Turkish, 0.4 White British, 85% White English, 0.8% White, 1.2% White/Black African, 0.4% White/Black Caribbean, 3.2% White Eastern European, . This information is based on the

families who have completed the ethnicity section on the data collection sheet. 190 responses are missing, this has been chased up by office staff but responses had not been made. Responses have been made in 259 cases.

- The staff population - 98% white British and 2% white/Asian.
- Age profile - Children 3 - 11 and Staff 22 - 60.
- Male/female split - Children 55% girls/45% boys, Staff 90% female/10% male.

## **Overall aims of our Equality Policy**

- To eliminate discrimination, harassment and victimisation.
- To promote equality of access and opportunity within our school and within our wider community.
- To promote positive attitudes to difference and good relationships between people with different backgrounds, genders, cultures, faiths, abilities and ethnic origins.

To ensure that equality and inclusive practice are embedded across all aspects of school life the Equality Policy refers to the UN Convention on the Rights of the Child, which includes recognition of a range of educational, wellbeing, and material outcomes.

## **Our approach**

We seek to embed equality of access, opportunity and outcome for all members of our school community, within all aspects of school life.

**We actively seek out opportunities to embrace the following key concepts:**

- **Shared Humanity.** Identifying commonality and shared values, aspirations and needs underpins our approach to equality. We value our fundamental similarities and universality



- Valuing difference and diversity. We appreciate the richness within our differences and look for ways of celebrating and understanding them better
- Interdependence, interaction and influence. We recognise that, as they evolve, distinct cultures, beliefs and lifestyles will impact on and inform each other
- Social cohesion within our school and within our local community
- Excellence. We aim to inspire and recognise high personal and collective achievement throughout our community, the UK and the wider world. Excellence is to be found everywhere
- Personal and cultural identity. We will provide opportunities to explore and value the complexity of our personal and cultural identities
- Fairness and social justice. We will develop our understanding of the inequality that exists in society and explore ways of individually and collectively promoting a more equitable society

Our school ethos is one in which we all share, work and grow together. We aim to support our children to grow in knowledge and confidence so that they are able to make a valuable contribution to our local and national community.

## **Our vision statement about Equality**

**Glynwood** seeks to foster warm, welcoming and respectful environments, which allow us to challenge discrimination and inequality, resolve conflicts peacefully and work and learn free from harassment and violence.

We recognise that there are similarities and differences between individuals and groups but we will strive to ensure that our differences do not become barriers to participation, access and learning. We are committed to creating inclusive processes and practices, where the varying needs of individuals and groups are identified and met. We therefore cannot achieve equality for all by treating everyone the same.

We will build on our similarities and seek enrichment from our differences and so promote understanding and learning between and towards others to create cohesive communities.

## **Our duties**

We recognise and accept our equality duties as set out in the Equality Act 2010 and have sought to involve the whole school community in the process in order to ensure better outcomes for all.

They are also guided by the United Nations Convention on the Rights of the Child.

**We will ensure we identify opportunities for promoting our vision, the key concepts and our duties on equality legislation across all aspects of school life, including the provision of extended services.**

**These opportunities are likely to include all or some of the following, dependent on our current priorities.**

- the engagement, participation and involvement of a broad and diverse range of children, their parents and partner agencies
- preparation for entry to the school
- school policies
- breaks and lunchtimes
- the provision of school meals
- interaction with peers
- opportunities for assessment
- behaviour management approach and sanctions
- exclusion procedures
- school clubs, activities and school trips
- the school's arrangements for working with other agencies

- preparation of pupils for the next phase of education
- learning and teaching and the planned curriculum
- classroom organisation
- timetabling
- grouping of pupils
- home learning
- access to school facilities
- activities to enrich the curriculum, for example, a visitor to the school or school visits
- school sports
- employees' and staff welfare

## **The roles and responsibilities within our school community**

Our Headteacher will:

- ensure that all stakeholders are informed about the Equality Policy through ratification by staff and governors and publication on the school website
- oversee the effective implementation of the policy
- ensure staff have access to any appropriate training which helps to implement the policy
- develop partnerships with external agencies regarding the policy so that the school's actions are in line with the best advice available
- monitor the policy
- ensure that the Senior Leadership team is kept up to date with any development affecting the policy or actions arising from it

Our governing body will:

- designate a governor with specific responsibility for the Equality Policy
- ensure that the objectives arising from the policy are part of the *Glynwood Evaluation and Improvement Plan (GEIP)* when appropriate
- support the headteacher in implementing any actions necessary
- engage with parents and partner agencies about the policy as appropriate
- evaluate and review the policy annually and the objectives every 4 years

Our Senior Leadership Team will:

- have responsibility for supporting other staff in implementing the Equality Policy
- provide a lead in the dissemination of information relating to the policy
- with the Headteacher, provide advice/support in dealing with any incidents/issues
- assist in implementing reviews of this policy as appropriate

Our pupils will:

- be involved in the development of the Equality Policy and will understand how it relates to them, appropriate to age and ability
- be expected to act in accordance with the policy
- be encouraged to actively support the policy

Our parents/carers will:

- be given accessible opportunities to become involved in the development of the Equality Policy
- have access to the policy through a range of different formats appropriate to their requirements
- be encouraged to actively support the policy
- be encouraged to attend any relevant meetings and activities related to the policy
- be informed of any incident related to this policy which could directly affect their child

Our school staff will:

- be involved in the development of the Equality Policy
- be fully aware of the policy and how it relates to them
- understand that this is a whole school issue and support the policy
- identify any queries or training requirements

Relevant voluntary or community groups and partner agencies will:

- be involved in the development of the Equality Policy as appropriate
- be encouraged to support the policy
- be encouraged to attend any relevant meetings and activities related to the policy

## How we developed our Policy - Participation and Involvement

The development of this policy initially involved the whole of our school community. We involved and listened to what they had to say, including people from broad and diverse backgrounds and of different abilities, taking account of all the protected characteristics listed under the Equality Act 2010

- Our pupils

The policy was discussed with the school council and the Inclusion and Community Cohesion Working Party which had pupil representation.

- Our staff

All staff were given an opportunity to contribute to the policy, through discussions in meetings and informal chats.

- Our school governors

Governors were able to contribute to discussions in working parties, SLT meetings and at a whole governing body meeting.

- Parents/carers

Parents/carers were given information about the policy through our newsletter, they were also able to give feedback through our parent/carers council/FOG.

Requests for information in another format or individual discussions were all catered for.

- Our partners in the community

Information was put onto our website.

- Ongoing:

Future reviews of the policy will be carried out through existing parent/carer/community groups and through the use of newsletters and our website.

How we developed our Policy - Using information

We have used data and other information about our school as a measure to determine the effects of a policy, practice or project on different groups. This approach helps us to analyse whether what we are planning potentially has a differential impact on one or more particular group (either positively or negatively). They help us to ensure that there is no unlawful discrimination against certain individuals or groups and that the positive duties are promoted. They help to ensure we meet the diverse needs of our pupils and staff and that diversity, equality and inclusion run through all areas of school life.

We have taken a step-by-step approach to equality analysis as set out below:

#### 1) Identifying who is responsible for the equality analysis

Equality analysis is an integral part of policy development. We have integrated it into day-to-day policy-making, business planning and other governance and corporate decision-making arrangements. This means that the person who is making the decision or advising the decision-maker about a policy undertakes the equality analysis, with appropriate assistance and support

## 2) Establishing relevance to equality

We ensure that all of our policies and practices, **both current and proposed**, have given proper consideration to equality. To begin with, this means checking all of our policies and practices for their relevance to equality issues.

## 3) Scoping our equality analysis

When we have decided that a policy is relevant to equality, scoping gives us an opportunity to establish basic systems that will be helpful for our equality analysis.

Scoping involves looking at how the aims of the policy relate to equality and which aspects have particular importance to equality. It involves looking at which protected groups and which parts of the general equality duty it relates to. It includes looking at what evidence is available for our analysis, what the information gaps are, and establishing which stakeholders can usefully be engaged to support your analysis.

## 4) Analysing our equality information

Equality analysis is not simply about identifying and removing negative effects or discrimination, but it is also an opportunity to identify ways to advance equality of opportunity and to foster good relations.

We bring together all of our equality information in order to make a judgement about what the likely effect of the policy will be on equality, and whether we need to make any changes to the policy.

## Example



We can have a positive impact on closing the gender pay gap by helping girls and boys consider non-traditional career choices.

#### 5) Monitoring and review

Our equality analysis, and any engagement associated with it, helps us to anticipate and address the policy's likely effects on different groups. We revise the policy if negative effects do occur. Area demographics can change, leading to different needs, alternative provision can become available or new options to reduce an adverse effect could become apparent.

**Equality analysis is an ongoing process that does not end once a policy has been agreed or implemented.**

#### 6) Decision-making and publication

Equality analysis is an ongoing process which follows the policy development and review cycle.

We know our school well because we regularly collect information about ourselves in a variety of ways and other people help us to do this.

OfSTED inspectors report on equality issues during inspection. We collect a range of information relating to incidents of harassment and bullying including those relating to racism, homophobia, faith, disability and gender which are reported termly as part of the headteacher's report to governors.

We also value more qualitative information which may be given to us through pupil/ voice, less formally or even anonymously.

The Local Authority provides us with a range of services which support the equality agenda and helps us to identify our strengths and those areas requiring action.

We have established good links with our local and wider community. We welcome them into our school. From them, we learn about equality issues outside school and can establish mechanisms for addressing them within school.

By listening to those within our community and to our partners, we are able to identify new areas of work, improve existing approaches and focus our energy where it is required.

## **Commissioned services (buying in services)**

We are directly responsible for the purchase of goods and services. We work closely with the local authority on procurement - buying in services - to ensure that equality issues are given full regard. When buying goods and services from external suppliers, we ask the following questions to help ensure that equality issues and duties are taken into account:

- Could the proposed procurement affect the duty to eliminate discrimination and harassment and to promote equality of opportunity amongst the school community?
- If so, is there a need to include some equality requirement within the contract and what would this be?

We ensure that contract conditions require contractors to comply with the relevant legislation and with our equality policy and we require similar compliance by any sub-contractors.

## **Our Staff**

We comply fully with legislation which protects our staff (including teachers, teaching assistants, supervisors and student teachers) from discrimination based on the protected characteristics. With regard to disability, we make such reasonable

adjustments as are necessary to prevent a disabled person being at a substantial disadvantage in comparison with people who are not disabled.

This includes discrimination in relation to recruitment, terms and conditions, promotions, transfers, dismissals, training and employment practices (such as dress codes) and disciplinary procedures. We make efforts to ensure that the diversity of our workforce reflects that of our local community and wider society. In accordance with the Equality Act we do not enquire about the health of an applicant until a job offer has been made<sup>2</sup> or require job applicants to complete a generic 'all encompassing' health questionnaire as part of the application procedure.

We will ensure the safety and well-being of our staff and take seriously and act on incidents of harassment and discrimination recognising that our staff may be either victims or perpetrators.

<http://www.education.gov.uk/aboutdfe/policiesandprocedures/equalityanddiversity/a0064570/the-equality-act-2010>

We interpret our duties positively; take the necessary actions to remove barriers to inclusion and work hard to ensure a safe, positive and inclusive environment. The site has been adapted to allow easy access for anyone with a physical disability.

Our staff team have undertaken training as a when necessary to help them understand their equality duties/and or the differing needs of protected groups within our school community.

We have mechanisms in place to identify areas for development.

## **Responding to hate or prejudice-based incidents and bullying**

We recognise that hate incidents or prejudice - based bullying behaviour is driven by negative assumptions, stereotypes or misinformation. These are then directed against an individual or group, based on difference (real or perceived), and linked to, for example, racism, homophobia, negative views of disabled people or sexism. We take action to prevent, challenge and eliminate any such behaviour.

Through our school ethos and curriculum, we want our pupils to understand better the diversity that exists in society. We provide opportunities for them to explore the subtleties and complexities in order to prevent and respond to incidents and situations. We address the experience, understanding and needs of the victim, the perpetrator and the wider school community through our actions and responses.

We record all hate incidents and prejudice based bullying. We use this information to identify trends and patterns, so that we have approaches in place to provide appropriate responses in terms of support for victims and their families, sanctions and support for perpetrators and their families and education for our children.

## **Implementation, monitoring and reviewing**

This policy was published in March 2012 for the first time following discussions with stake holders, it has been reviewed yearly since then. The action plan is revised every 4 years.

Implementation, monitoring and review are the responsibility of our Senior Leadership Team and our governors who have agreed and published this policy which sets out our priorities and supports these with specific and measurable objectives.

We will review the policy annually and analyse whether our policy and related objectives have furthered the aims of the general equality duty and in particular educational outcomes for all within our school community with reference to the protected groups.

### EQUALITY OBJECTIVES: 2018 - 2022

Link to Public Sector Equality Duty	Protected characteristic	Aim:	Objective:	Target group(s): e.g. whole school, girls, boys, SEN, staff etc	Action:	Who's responsible?	Dates from and to:	Milestone/progress:
All aims of duty	All protected characteristics	To increase stakeholders awareness of legal and human rights and the responsibilities that underpin society	For pupils to understand they have rights, how they can exercise their rights and understand how rights link to responsibilities	All pupils and staff	Use appropriate elements of Rights Respect in assemblies and PSHEE/C lessons	Senior Leadership Team and Governors	Established so now on going	
All aims of duty	All protected characteristics	To increase the participation of pupils from minority, marginalised or vulnerable backgrounds in school life	Increase the diversity of pupils involved in the decision-making processes of the school	Minority, marginalised and vulnerable pupils	Identify which groups are under-represented in the pupil voice processes and ensure appropriate opportunities to share views and ideas are given	Headteacher	Complete review by end Spring 2019	

Eliminate unlawful discrimination, harassment and victimisation	Race/ Religion or Belief/ Disability	To ensure the content of school meals and the eating environment meets the needs of all race/faith groups and those with specific health needs	Increased take up of school meals	All those with specific race, faith, cultural and health needs	Review and make appropriate changes	Head/School caterers/cook	On-going regular review	
Advance equality of opportunity	Disability/ All	To increase social and emotional skills for pupils with BESD	Improved ability by pupils to handle difficult situations and a reduction in classroom disruption	Pupils with BESD	Specifically trained staff to deliver small group work sessions to support targeted pupils in developing social and emotional skills	TAs/Family Support Worker/Behaviour Support	On-going with regular reviews	
Advance equality of opportunity	Disability	To better understand the needs of disabled parents/carers/siblings within our school community	Improved access and communication with disabled parents/carers/siblings (role of young carers)	Disabled parents/carers/siblings	Gather and record information relating to disabled parents/carers/siblings as part of data collection at start of new school year where possible	SBM	On-going	
Fostering good relations	Age	To improve understanding and to challenge stereotyping between young and older people	Increased positive attitudes towards each other	All year groups as necessary	To cover as part of PSHEE/C curriculum  Family Fridays and other such events	Class teachers/TAs  Class teachers/TAs	Yearly review  Termly plans	

Fostering good relations	All	To promote good relations between people from different backgrounds	Improved understanding of diversity	KS1/KS2	Through appropriate curriculum links/assemblies	Class teachers/subject leads	Yearly review	
			Increased positive attitudes towards disabled people	All pupils	Make use of disability images pack in PSHEE/C  Invite in representatives from disability equality groups to meet with children	Class teachers/TAs	On-going	

## Appendix A Key legislation

### Equality Act 2010

#### Equality Act 2010

Harmonises and streamlines existing equality legislation into one Single Act.

The Act protects pupils from discrimination and harassment based on 'protected characteristics':

- Disability.
- Gender reassignment.
- Pregnancy and maternity.
- Race.
- Religion or belief.
- Sex.
- Sexual orientation.

This relates to:

- prospective pupils
- pupils at the school
- in some limited circumstances, former pupils

The Act also contains positive action provisions which enable schools to take proportionate action to address disadvantage faced by particular pupils. Such action could include targeted provision, resources or putting in place additional or bespoke provision to benefit a particular disadvantaged pupil group.

The Public Sector Equality Duty commenced in April 2011.

There are exceptions to enable single-sex schools to admit only pupils of one sex and for schools with a religious character to enable them to have admissions criteria which give preference to members of their own religion.

For more information:



### **Accessibility planning**

Accessibility planning is a statutory duty and can be incorporated into this policy. Schools must plan for:

- Increasing access for disabled children and young people to the school curriculum
- Improving access to the physical environment of schools, and
- Improving the delivery of written information to disabled children and young people

The first plans were required to be in place by April 2003. Therefore, as schools come to review their accessibility plans they should consider building these actions into their Equality policy.

## **Community Cohesion – Education and Inspection Act 2006**

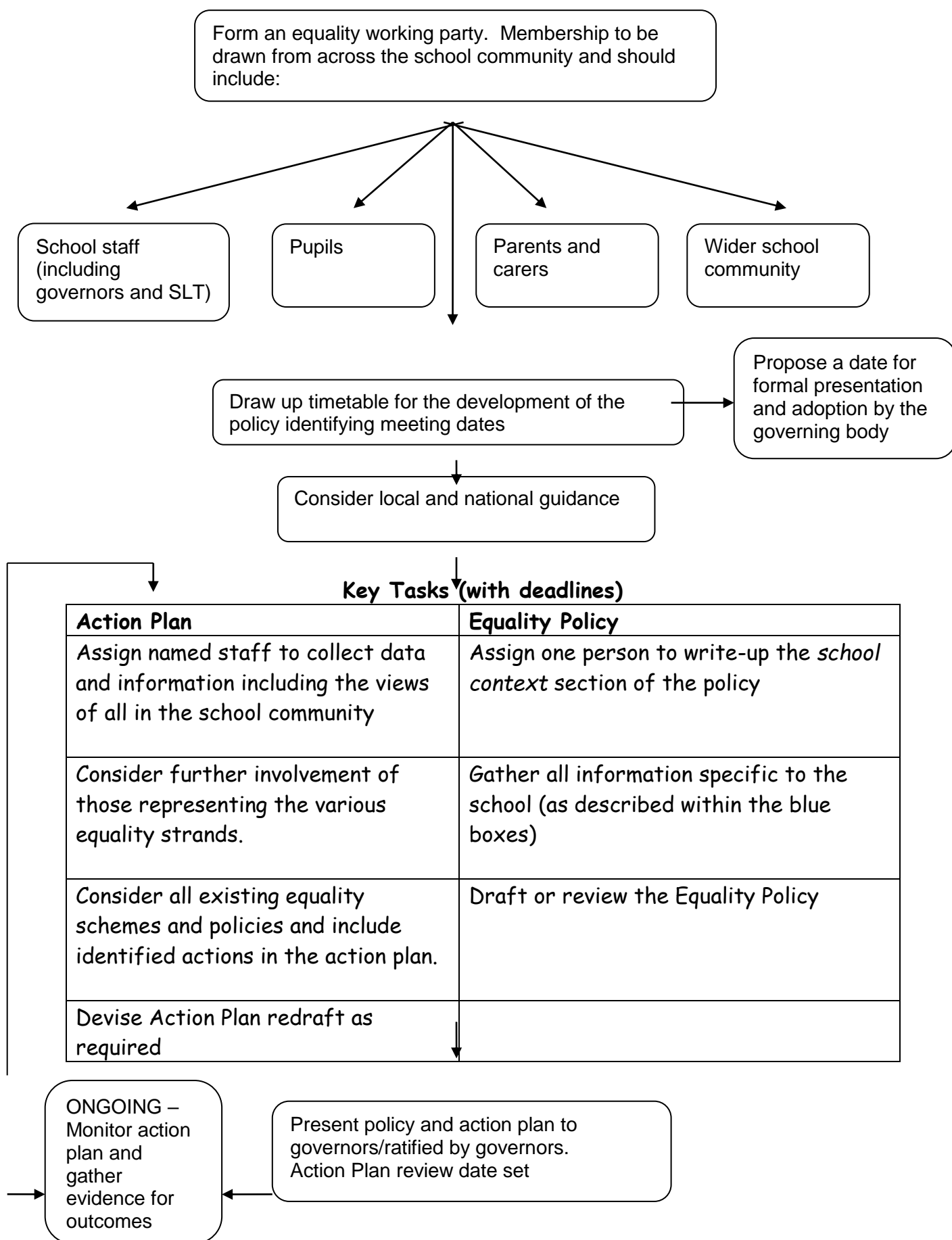
### **General duty**

- To promote community cohesion

### **Specific duties**

- Teaching, learning and curriculum – helping children to learn to understand others, to value diversity while also promoting shared values
- Equity and excellence – to ensure equal opportunities for all to succeed at the highest possible level
- Engagement and extended services – to provide reasonable means for children, young people, their friends and families to interact with people from different backgrounds and build positive relations with different schools and communities locally, regionally, nationally and internationally.

## Appendix B Process chart for the development and review of Equality Policy and action plan





Make sure the policy and action plan are effectively communicated to the whole school community. Consider producing summary versions for students/pupils and parents/carers