

Donnington Wood Infant School and Nursery



Single Equality Scheme 2019-2022

Date of Policy Creation	Jan 2019	Named Responsibility	Mrs C Boddy
Date of review completion	May 2021	Named Responsibility	Safeguarding & Premises Committee
Inception of new Policy	June 2021	Named Responsibility	Mrs C Boddy
Date of Policy Adoption by Governing Body	June 2021		

To be read in conjunction with SEN policy, accessibility plan, behaviour policy, anti-bullying policy

Introduction

At Donnington Wood Infant School and Nursery we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of race, gender, disability, faith, religion or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life. We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

We believe that every member of the school community has the right to be treated with dignity, understanding, tolerance, respect and fairness, and to be in an environment free from abuse, offensive behaviour, prejudice and unfair discrimination. In seeking to eliminate direct or indirect discrimination and to promote equality of opportunity and fair treatment, Donnington Wood Infant School & Nursery will actively promote policies and procedures aimed at realising the full potential of every individual. The school will endeavour to maximise resources to ensure that opportunities are open to all. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all. The achievement of pupils will be monitored by race, gender and disability and we will use this data to support pupils, raise standards and ensure inclusive teaching.

Scope of this policy

This policy applies to all aspects of school life. This includes :-

- Staff recruitment, staff promotion and staff training
- The curriculum, teaching and learning and classroom practice
- Pupil admissions and attendance
- Pupil attainment and progress
- Pupil behaviour, discipline and exclusions
- Pupils' personal development and pastoral care
- Membership of the Governing Body
- Partnership with parents and communities

The above list is not exhaustive.

This policy does not mean that everyone will be treated in exactly the same way. Different people with different needs may be treated in different ways depending on their requirements.

This policy and any related procedures are easily accessible and well publicised. This policy intends to comply with all statutes and regulations and present and future legislation will override this policy if appropriate.

Protected Characteristics

Donnington Wood Infant School & Nursery will promote equality of opportunity and eliminate discrimination in particular with regard to the following Protected Characteristics:

- Age

The school will not discriminate against a person because of their age

- Disability

The will school have due regard to the need to

- Promote equality of opportunity between disabled people and other people
- Eliminate unlawful discrimination and 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
- Gender
 - The school will promote gender equality and eliminate sex discrimination
- Gender reassignment
 - The school will not discriminate against anyone who is proposing to undergo, undergoing or has undergone a process (or part of a process) for the purpose of reassigning the person's gender by changing physiological or other attributes of sex
- Race
 - The school will have due regard to the need to
 - Eliminate unlawful racial discrimination
 - Promote racial equality on the grounds of colour, race, nationality, ethnic or national origin
 - Promote good relations between people from different racial groups
- Religion or belief
 - The school will not discriminate against a person because of their religion or belief (or non belief)
- Sexual Orientation
 - The school will not discriminate against a person because of their sexual orientation
- Marriage and civil partnership
 - The school will not discriminate against a person because of their marital status
- Pregnancy and maternity
 - The school will not discriminate against a person because of their pregnancy and / or maternity

Types of Discrimination

The Equality Act 2010 defines discrimination as:

Direct Discrimination (includes associative and perceived discrimination) – treating a person less favourably because of a protected characteristic, the perception that they have a protected characteristic, or because of a person's association with someone who has a protected characteristic. The Equality Act also expanded direct discrimination to cover treatment on the grounds of perceived status, for example where someone is treated less favourably because they are perceived to hold a certain protection characteristic, even if that perception is wrong. It has also been expanded to cover discrimination which results from a person's association with someone having a protected characteristic for example, a child with a disability.

Indirect Discrimination – unjustifiable application of a provision, criterion or practice, even though it is applied to everyone, if it is one with which a smaller proportion of a particular group can comply, e.g. literacy standard, height, or one which places persons of a particular sex, sexual orientation, race, religion or belief, or age at a disadvantage, when compared to others. The Equality Act also extends indirect discrimination to

cover both disability and gender reassignment. Indirect discrimination is unlawful whether it is intentional or not.

The Equality Act also establishes **harassment** or **victimisation** related to any of the protected characteristics with the exception of pregnancy and maternity and marriage and civil partnership as forms of direct discrimination and therefore as unlawful acts. The Act extends the definition to include harassment based on association or perception. For example, it will cover harassment based on a person's association with their disabled child, or harassment based on a perception that a person holds a religious belief. The employer (the Governing Body, where applicable, acting on behalf of the Local Authority) can be held responsible in law for the discriminatory acts of staff within the school. Schools are also responsible for the behaviour of school staff towards those individuals employed by other organisations, but who are undertaking work on or are present on school premises. This makes it essential for the Governing Body to develop suitable policies to demonstrate its opposition to such actions.

Victimisation is also unlawful. This is when an individual is subjected to a detriment because they have made a complaint about discrimination or harassment, or have given evidence relating to such a complaint. If the individual is victimised, or if the school does not take reasonable steps to prevent it, the school will be liable and may be ordered to pay compensation. Similarly, the person who victimises another person may also be ordered to pay compensation. There is no upper limit on the amount of compensation that may be awarded.

What is a discriminatory incident?

Incidents of discrimination, harassment, victimisation or bullying can take many forms including verbal or physical abuse, name calling, exclusion from groups and games, unwanted looks or comments, jokes and graffiti.

A racist incident is defined by the Stephen Lawrence Inquiry Report (1999) as:

‘any incident which is perceived to be racist by the victim or any other person’.

Types of discriminatory incidents that can occur are:

- Physical assault against a person or group because of their colour, ethnicity, nationality, disability, sexual orientation or gender;
- Use of derogatory names, insults and jokes;
- Racist, sexist, homophobic or discriminatory graffiti;
- Provocative behaviour such as wearing racist, sexist, homophobic or discriminatory badges or insignia;
- Bringing discriminatory material into school;
- Verbal abuse and threats;
- Incitement of others to discriminate or bully due to victim's race, disability, gender or sexual orientation;
- Discriminatory comments in the course of discussion;
- Attempts to recruit others to discriminatory organisations and groups;
- Ridicule of an individual for difference e.g. food, music, religion, dress etc;
- Refusal to co-operate with other people on grounds of race, gender, disability or sexual orientation.

Putting policy into practice

Under our specific duty we will:

- Prepare an Equality Plan which includes our written policy for race equality; gender equality, Disability Equality Scheme, identifying our equality goals and actions to meet them

- Assess the impact of our policies, including this Plan, on pupils, staff and parents by ethnicity including, in particular, the achievement levels of these pupils;
- Monitor the impact our plans and policies have on such pupils, staff and parents towards raising the achievement of minority ethnic groups.
- Review and revise this Scheme every three years.

As well as the specific actions set out above, the school operates equality of opportunity in its day to day practice in the following ways.

Teaching and learning

We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, we will:

- Ensure equality of access for all pupils and prepare them for life in a diverse society;
- Use materials that reflect the diversity of the school, population and local community in terms of race, gender and disability, without stereotyping;
- Promote attitudes and values that will challenge racist and other discriminatory behaviour or prejudice;
- Provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures;
- Promote community cohesion
- Seek to involve all parents in supporting their child's education;
- Encouraging classroom and staffroom discussion of equality issues which reflect on social stereotypes, expectations and the impact on learning;
- Including teaching and classroom-based approaches appropriate for the whole school population, which are inclusive and reflective of our pupils.
- Use contextual data to improve the ways in which we provide support to individuals and groups of pupils;
- Monitor achievement data by ethnicity, gender and disability and action any gaps;
- Take account of the achievement of all pupils when planning for future learning and setting challenging targets;

Admissions and exclusions

Our admissions arrangements are fair and transparent, and do not discriminate on race, gender, disability or socio-economic factors.

Exclusions will always be based on the school's Behaviour Policy. We will closely monitor exclusions to avoid any potential adverse impact and ensure any discrepancies are identified and dealt with.

Equal Opportunities for Staff

We are committed to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing and employment. As an employer we need to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce.

All staff appointments and promotions are made on the basis of merit and ability and in compliance with the law. Equality aspects such as gender, race, disability, sexual orientation, gender re-assignment and faith or religion are considered when appointing staff or re-evaluating staff structures, to ensure decisions are free of discrimination.

Actions to ensure this commitment is met include:

- Monitoring recruitment and retention
- managing any allegations of discrimination, bullying and harassment of staff;
- Continued professional development opportunities for all staff;
- Senior Leadership Team support to ensure equality of opportunity for all.

Consultation and involvement

It is a requirement that the development of this plan and the actions within it have been informed by the input of staff, pupils and parents and carers. We have achieved this by using the following to shape the plan:

- Feedback from parent-school forum meetings
- Input from staff through staff meetings;
- Feedback from the school council, PSHE lessons, whole school surveys on children's attitudes to self and school;
- Issues raised in annual reviews or reviews of progress on Target Plans, mentoring and support;
- Feedback at governing body meetings.

Roles and Responsibilities

The Governing Body will ensure that the school complies with the appropriate legislation and that this policy and any related procedures are implemented.

The **Headteacher** will implement this policy and any related procedures, ensuring that all staff are aware of their responsibilities. The Headteacher will report annually to the Governing Body on the operation and effectiveness of this policy and in particular on the single equality scheme and its action plan and the accessibility plan.

All staff with management roles have additional responsibility ensuring the school's commitment to equality is reflected in –

- **The attitudes and behaviour of staff for whom they are responsible**
- **Arranging appropriate training**
- **Their willingness to acknowledge and tackle examples of unacceptable behaviour**

All **staff** must

- Deal with incidents, knowing how to identify failure to provide equality of opportunities, fair treatment and unfair discrimination
- Lead by example with their attitude and behaviour
- Be willing to acknowledge and encourage good practice by people they manage
- Undertake appropriate training

Parents, visitors and contractors should, where appropriate, be made aware of this policy.

All **members of the school community** must recognise that each individual has to uphold the law and the principles of fairness and equality.

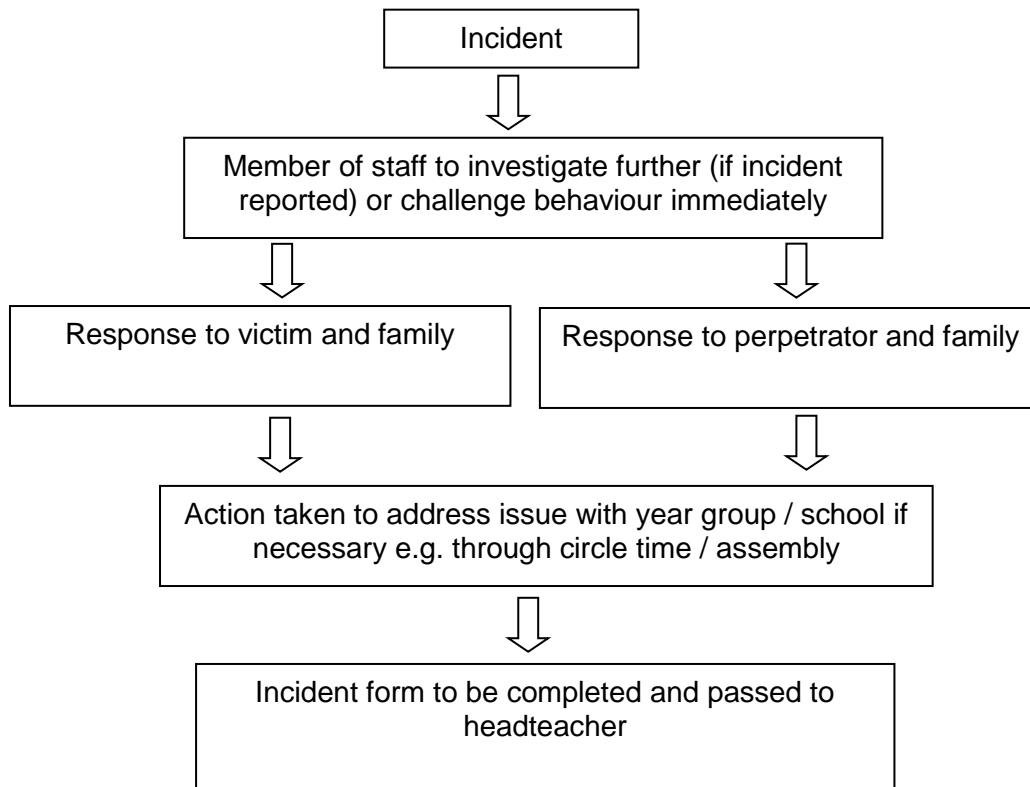
Responding to and reporting incidents

Discrimination, harassment, victimisation and bullying is unacceptable and is not tolerated within the school environment. All staff are expected to deal with any discriminatory incidents that may occur. They are expected to know how to identify and challenge prejudice and stereotyping; and to support the full range of diverse needs according to a pupil's individual circumstances. All staff, teaching and non-teaching, should view dealing with incidents as vital to the well-being of the whole school.

Incidents or bullying are dealt with by the member of staff present, escalating to a class teacher / head teacher where necessary. All incidents are reported to the head teacher and racist incidents are reported to the governing body and local authority on an annual basis.

All persons who do not comply with this policy may be liable to disciplinary action and/or a complaint being dealt with under the complaints procedure of the school. Complaints will be treated with discretion and confidence wherever possible but anonymity cannot be guaranteed. Any concern relating to this policy should be raised with the headteacher first.

The procedure for responding and reporting is outlined below:



Review of progress and impact

The Plan has been agreed by our Governing Body and progress will be reviewed against our Equality Plan annually. The entire plan and accompanying action plan will be reviewed on a 3 year cycle.

Publishing the plan

In order to meet the statutory requirements to publish a Disability Equality Scheme and Gender Equality Scheme, we will:

- Publish our plan on the school website;
- Raise awareness of the plan through the school newsletter, assemblies, staff meetings and other communications;
- Make sure hard copies are available.

Equality Strand	Action	How will the impact of the action be monitored?	Who is responsible for implementing?	What are the time frames?	Early success indicators
All	Publish and promote the Equality Plan through the school website, newsletter and staff meetings.	(see below for specific actions and impact measures)	SLT (Senior Leadership Team)	Ongoing	Staff are familiar with the principles of the Equality Plan and use them Parents are aware of the Equality Plan
All	Monitor and analyse pupil achievement by race, gender and disability and act on any trends or patterns in the data that require additional support for pupils.	Achievement data analysed by key protected characteristics	SLT/ Governing body	Termly	Analysis of teacher assessments / annual data demonstrates the gap is narrowing for equality groups
All	Ensure that the curriculum promotes role models that young people positively identify with, which reflects the school's diversity in terms of race, gender and disability.	Increase in pupils' participation, confidence and achievement levels	Member of staff leading on PSHE	Termly	Notable increase in participation and confidence of targeted groups
All	Ensure that displays in classrooms and corridors promote diversity in terms of race, gender and ethnicity.	Increase in pupil participation, confidence and positive identity – monitor through PSHE	SLT	Ongoing	More diversity reflected in school displays across all year groups
All	Ensure all pupils are given the opportunity to make a positive contribution to the life of the school e.g. through involvement in the School Council	School council representation monitored by race, gender, disability	Member of staff leading on school council	Termly	More diversity in school council membership
Life in Modern Britain	Ensure learning about British values, citizenship and culture is embedded in the curriculum.	Jigsaw assessments (PSHE, SMSC) Curriculum planning Pupil questionnaire	Member of staff leading on Jigsaw	Ongoing	Increased awareness of British identity shown in Jigsaw assessments
Community Cohesion	Ensure learning about other cultures, religions and celebrations is embedded as part of the on-going curriculum			Ongoing	Increased awareness of different communities / cultures
Race Equality Duty	Identify, respond and report racist incidents as outlined in the Plan. Report the figures to the Governing body / Local Authority on an annual basis.	The Head teacher / Governing body will use data to assess the impact of the school's response to incidents i.e. have whole school / year group approaches led to a decrease in incidents, can repeat perpetrators be identified, are pupils and parents satisfied with the response?	Head teacher / Governing body	Reporting - July	Teaching staff are aware of and respond to racist incidents Consistent nil reporting is challenged by the Governing Body