



SINGLE EQUALITY POLICY

1. Aims

Southfield Primary School believes that all pupils and members of staff in all our schools should have the opportunity to fulfil their potential whatever their background, identity and circumstance. We are committed to creating a community that recognises and celebrates difference within a culture of respect and cooperation. We appreciate that a culture that promotes equality will create a positive environment and a shared sense of belonging for all who work, learn and use the services of our schools. We recognize that inequality represents a barrier to achievement and are committed to removing these barriers.

Southfield Primary School has 2 key equality objectives;

- **To ensure that the promotion of equality and human rights and elimination of discrimination and harassment is embedded in practice throughout all of our schools.**
- **To ensure progress of our children is not hindered by inequality**

The single equality duty requires that we:

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

The public sector equality duties require that we:

- publish equality objectives at least every four years
- conduct Equality Impact Assessments and publish information to demonstrate compliance with the above equality duty and equality objectives at least annually

2. Objectives

- Comply with our legal obligations under the Equality Act 2010
 - APPENDIX 1; Background
- Explain obligations and objectives to staff, students, parents and other stakeholders
 - APPENDIX 2 – Southfield Primary Schools' Equality Plan



3. Responsibilities

- It is the responsibility of the head teacher to publish a statement annually setting out how their school is complying with the equality duty and its equality objectives.
- It is the responsibility of The Governors of the Southfield Primary School to ensure the equality policy and plan is reviewed a minimum of every 4 years.
- It is the responsibility of all stakeholders in Southfield Primary School to ensure that the objectives in this policy are upheld in practise.

4. Monitoring and Evaluation

We monitor the progress we are making towards achieving our quality objective and meeting our equality duty by collecting the following data by the relevant and protected characteristics;

- Progress and attainment data.
- Admissions data
- Attendance data
- Bullying data
- Staff recruitment progressions and retention

The schools will carry out impact assessments to evaluate practice by considering the issues identified through the involvement of disabled students, staff and parents together with the information held by the schools. Any changes will be reflected in the school self-evaluation form (SEF) and be reported to governors.

The schools recognise that the strength of this policy depends upon ensuring that everyone is actively implementing it and the need for further development will arise from effective evaluation.

This policy was approved by the governing body of Southfield Primary School via written resolution passed on 25th March 2021

Review Due; March 2024



APPENDIX 1; Background

The Equality Act 2010 brings together lots of different equality laws and has replaced all existing equality legislation such as the Race Relations Act, Disability Discrimination Act and Sex Discrimination Act. The aim of the Equality Act 2010 is to provide a modern, single legal framework, and a clearer, more streamlined law that will be more effective at tackling disadvantage and discrimination. For the most part, the effect of the new law is the same as it has been in the past – meaning that schools cannot unlawfully discriminate against students/employees because of their sex, race, disability, religion or belief and sexual orientation. Protection is now extended to persons who are pregnant, have recently had a baby or are undergoing gender reassignment. Employees are also protected against discrimination on the grounds of age and marriage/civil partnership.

Equality means treating everyone with equal dignity and worth regardless of particular characteristics such as their age, marital/civil partnership status, disability, gender, ethnicity, religion or belief, or sexual orientation or gender identity. People have different needs, situations and goals. Thus, achieving equality requires the removal of discriminatory barriers that limit what people can do and can be. We recognise that people can experience inequality in terms of: outcomes, access to services, the degree of independence they have to make decisions affecting their lives, inequality of treatment, including in relation to employment, through direct and indirect discrimination or disadvantage imposed by other individuals, groups, institutions or systems intentionally or inadvertently. The Southfield Primary School Board of Governors recognises and celebrates the diversity within our catchment area and welcomes the contributions which different groups and individuals make to the community.

Guidance for schools can be found on the Equality and Human Rights website:

<http://www.equalityhumanrights.com/private-and-public-sector-guidance/education-providers/schools-guidance>.

Differences between groups of people can cause misunderstanding and friction. Southfield Primary School recognises it has to make special efforts to ensure that all groups prosper including:

- Boys and girls, men and women
- All minority ethnic groups including travellers, refugees and asylum seekers
- Pupils and others with special educational needs
- Pupils and others with a range of disabilities
- Children looked after and their carers



Southfield Primary School has identified the following equality issues that may be barriers to effective learning and successful working at the schools and have considered them within our equality plans:

- Experience of bullying, harassment or social exclusion
- Low parental support or different parental expectations
- Frequent moves and lack of stability in life leading to time out of school or low attendance
- Lack of help with emotional, mental & physical well-being and poor behaviour including exclusions
- Medical issues and/or illness leading to gaps in learning or low attendance
- Special Educational Needs and disability
- Sexuality and gender stereotypes
- Race and religious differences
- Language difficulties
- Recruitment, management and development of staff and governors

Southfield Primary School recognises that it has a legal obligation to meet the needs of people with disabilities.

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APPENDIX 2 – Southfield Primary School’s Equality Plan

Equality Policy	Equality Plan
<p>Establishing, maintaining and developing a school culture and ethos that celebrates and promotes diversity and equality.</p>	<ul style="list-style-type: none"> • Publish and promote the Equality plan through school websites, new starter induction and staff training. • All staff and pupils expected to demonstrate inclusive behaviours. • Utilising PHSE , school council, assemblies and the curriculum to encourage respect for different points of view. • Curriculum planning and classroom displays to promote role models that children positively identify with which reflect the schools and community’s diversity in terms of race, gender and disability. • Head Teacher to report annually to LGB and publish on website how the school is meeting its equality objectives.
<p>Preventing and dealing effectively with bullying and harassment, recognizing that the groups covered by this policy are more vulnerable to bullying and harassment.</p>	<ul style="list-style-type: none"> • Have clear anti bullying procedures in place, with a reporting system understood by children parents and staff, that are regularly reviewed. • Record, analyse and report bullying and harassment on grounds of race, gender, disability, sexual orientation etc. • Utilise newsletters, website, PSHE, assemblies and lessons to communicate to pupil parents and staff the schools abhorrence of all forms of bullying and harassment.

<p>Listening to pupils, staff, parents and others and keeping them informed.</p>	<ul style="list-style-type: none"> • Ensure selection process for school council encourages inclusion from all groups and abilities. • Allow opportunities through the school council and in class for the student voice to be heard. • Parent and staff survey to be completed a minimum of every 2 years. • Seek to understand which parents may need alternative communication arrangements. • Encourage parents to let the school know if they or their children have a particular disability or other need.
<p>Equalising opportunities Recognising that some of the groups covered in this policy may be economically disadvantaged.</p>	<ul style="list-style-type: none"> • Southfield Primary School’s charging policy is published on the school website and seeks to ensure no child is excluded from opportunities based on economic disadvantage.
<p>Welcoming new pupils and helping them to settle in effectively</p>	<ul style="list-style-type: none"> • Liaise with student’s previous school to understand student’s needs. • Ensure any staff training or classroom adjustments are made (when sufficient time is given) before a student with additional needs starts at the school. • Ensure the student is given additional support “buddy” to help them settle in and understand the schools routines.

<p>Addressing the full range of learning needs</p>	<ul style="list-style-type: none"> • Monitor and analyse pupil achievement by race, gender and disability, as appropriate, and act on any trends or patterns in the data. Based on teacher assessment minimum of 3 times a year and compared to “Analyse School Performance” data annually. • Develop provision management to establish effective analysis and development of interventions. • Monitor gender participation in sports clubs, to see if representative of the school population. If not introduce initiative to address. • Monitor attendance of groups covered by this policy and address issues if necessary.
<p>Supporting learners with particular needs</p> <p>Recognising that some of the groups covered in this policy are more likely to have particular needs.</p>	<ul style="list-style-type: none"> • Review the Schools SEND policy annually, which outlines how particular learning needs are met. • Support all teachers to understand the individual learning needs of their students. • Ensure language support is available as required. • Provide appropriate training to enable staff to meet particular learning needs.
<p>Making the school accessible to all</p>	<ul style="list-style-type: none"> • Review the school’s accessibility plan at least every 3 years. • Provide appropriate transport and supervision for school trips for children with disabilities.
<p>Ensuring fair and equal treatment for pupil, staff and others</p>	<ul style="list-style-type: none"> • Monitor admissions, recruitment and staff development to ensure it is fair and non-discriminatory.