

Policies & Procedures

# Single Equality Scheme & Action Plan



Part of



# ST.CHAD'S SINGLE EQUALITY SCHEME AND ACTION PLAN

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## VISION AND VALUES

*This school is committed to safeguarding and promoting the wellbeing of children and young people and expects all staff and volunteers to share this commitment.*

This policy has due regard to the following ethos: At St.Chad's C of E Primary School we will continuously strive to ensure that everyone in our school is treated with respect and dignity. Each person in our school will be given fair and equal opportunities to develop their full potential with positive regard to gender, ethnicity, cultural and religious background, faith, sexuality or disability. The school will provide an inclusive curriculum, which will meet the needs of all its pupils including those with disabilities, special educational needs, from all cultural backgrounds and faiths and pupils with English as an additional language.

St.Chad's C of E Primary School is strongly committed to an ethos that stresses high achievement, equal opportunities, the valuing of cultural diversity, the provision of a secure environment, partnerships with parents and the wider community.

This school is an inclusive school where the learning, achievements, attitudes and well-being of every pupil are valued.

Learning diversity will be recognised and planned for, any barriers to learning and participation will be challenged and removed and all pupils will be provided with equality of opportunity. Parents will be fully involved in the education of their children and they will be fully informed when special educational provision is made for their child.

We promote the principles of fairness and justice for all through the education that we provide in our school. We challenge stereotyping and prejudice whenever it occurs. We celebrate the cultural diversity of our community and show respect for all minority groups. We are aware that prejudice and stereotyping is caused by low self-image and ignorance. Through positive educational experiences and support for each individual's point of view, we aim to promote positive social attitudes and respect for all.

## SCHOOL CONTEXT

St.Chad's CE Primary School is a Church of England Academy situated in the West Park district of Leeds. The school admits pupils aged from 3 to 11. Attendance is consistently above the national average. Currently there are 234 pupils on roll (including Nursery). Of the 234 pupils on roll, 48% are girls and 52% boys; 46% are from minority ethnic groups; 18% are EAL, 12% are eligible for free school meals and 9% of pupils have special educational needs.

## **WHAT DO WE MEAN BY EQUALITY?**

At St.Chad's CE Primary School we understand equality to mean treating everyone with equal dignity and worth valuing their particular characteristics such as their age, disability, gender, ethnicity, religion or belief, sexual orientation and socio-economic circumstances.

We further understand that people have different needs, situations and goals and therefore achieving equality requires the removal of discriminatory barriers that limit what people, especially children and young people can do and can be. We recognise that inequality can be experienced in a variety of ways such as through outcomes, access to services, the degree of independence to make decisions affecting lives and 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.

## **OUR GUIDING PRINCIPLES**

In fulfilling the legal obligations outlined further on in this scheme, we at St.Chad's CE Primary School are guided by seven principles.

### **Principle 1: All members of the school and wider community are of equal value**

We see all members of the school and wider community of equal value:

- Whether or not they are disabled
- Whatever their ethnicity, culture, religious affiliation, national origin or socio- economic circumstances
- Whichever their gender and sexual orientation
- Whatever their age

### **Principle 2: We recognise and respect diversity**

Treating people equally does not necessarily involve treating them all the same. Our policies, procedures and activities must not discriminate, but are differentiated, as appropriate, to take account of differences of life-experience, outlook and background, and in the kinds of barrier and disadvantage which people may face, in relation to:

- Disability, so that reasonable adjustments are made
- Ethnicity, so that different cultural backgrounds and experiences of prejudice are recognised
- Gender and sexual orientation so that the different needs and experiences of girls and boys, women and men are recognised
- Age

### **Principle 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:

- Positive attitudes towards disabled people, good relations between disabled and non-disabled people, and an absence of harassment of disabled people
- Positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, religious affiliation, national origin or socio-economic circumstances, and an absence of prejudice related bullying and incidents
- Mutual respect and good relations between boys and girls, women and men, and an absence of sexual harassment
- Promote positive intergenerational attitudes and relationships

### **Principle 4: We will ensure that the recruitment, retention and ongoing development of staff is undertaken in a fair and equitable manner to support our school's vision and values**

Policies and procedures should benefit all employees and potential employees, for example in recruitment and promotion, and in continuing professional development:

- Whether or not they are disabled
- Whatever their ethnicity, culture, religious affiliation, national origin or socioeconomic circumstance
- Whichever their gender and sexual orientation
- Whatever their age

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

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

- Disabled and non-disabled people
- People of different ethnic, cultural and religious and socio-economic background
- Girls and boys, women and men
- Lesbian, Gay, Bisexual and Transgender
- People of different ages and between generations (where appropriate)

### **Principle 6: We consult widely**

People affected by a policy or activity should be consulted and involved in the design of new policies, and in the review of existing ones. We involve:

- Disabled people as well as non-disabled
- People from a range of different ethnic, cultural and religious and socio-economic background
- Both women and men, and girls and boys
- Lesbian, Gay, Bisexual and Transgender
- People of different ages and between generations

### **Principle 7: We feel that the community 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 of:

- Disabled people as well as non-disabled
- People of a wide range of ethnic, cultural and religious and socio-economic backgrounds
- Both women and men, girls and boys
- Lesbian, Gay, Bisexual and Transgender
- People of different ages and between generations

### **Principles in themselves are not enough**

In the light of the principles stated above, we have identified practical priorities and plans of specific action, in order to promote equality in:

- Disability
- Ethnicity
- Gender
- Sexual orientation
- Religion and belief
- Age
- Socio-economic circumstances

These are outlined in our Single Equality Scheme Action Plan.

### **ACTION PLAN**

We recognise that the actions resulting from a policy are what make a difference.

Every 3 years, we draw up a Single Equality Scheme Action Plan within the framework of the overall school improvement plan, setting out the specific actions and projects we shall undertake to implement the principles above. This is reviewed annually and is available to the whole school community via the school website.

### **THE CURRICULUM**

We will actively seek opportunities to review the curriculum (including the hidden curriculum) and curriculum subject or areas in order to ensure that teaching and learning reflect the seven principles outlined above.

We will ensure staff are offered the opportunity to engage in appropriate training and development to support the achievement of the seven principles.

### **ETHOS AND ORGANISATION**

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

- Learners' progress, attainment and assessment
- Learners' and staff personal development, welfare and well-being
- Teaching styles and strategies
- Admissions and attendance
- Staff and governor 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
- Participation of groups in wider school activities
- Preparing all members of the learning community for living and positively contributing to a diverse society

### **ADDRESSING PREJUDICE AND PREJUDICE-RELATED BULLYING**

The school is opposed to all forms of prejudice which stand in the way of fulfilling legal duties for all aspects of equality:

- Prejudices around disability and special educational needs
- Prejudices around racism and xenophobia, including those that are directed towards religious groups and communities, for example anti-semitism and Islamophobia, and those that are directed against Travellers, refugees and people seeking asylum ☒ Prejudices reflecting sexism and homophobia

We take seriously our obligation to report regularly to the local authority about the numbers, types and seriousness of prejudice-related incidents at our school and how they were dealt with in line with existing and future legal requirements.

### **ROLES AND RESPONSIBILITIES**

The governing body is responsible for ensuring that the school complies with current legislation, and that this policy and its related procedures and strategies are implemented.

A dedicated member of the governing body has a watching brief regarding the implementation of this policy – Zoe Hinchliffe: SEN + CP Governor. The head teacher is responsible for implementing the policy; for ensuring that all staff, governors and visitors are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination. A senior member of staff (H Pratten, Executive Headteacher) has day-to-day responsibility for co-ordinating implementation of the policy.

All staff are expected to:

- Promote an inclusive and collaborative ethos in their classroom
- Challenge and deal with any prejudice-related incidents that may occur
- Identify and challenge bias and stereotyping in the curriculum
- Support pupils in their class for whom English is an additional language

- Keep up-to-date with equalities legislation relevant to their work
- Pupils have the opportunity to have their voices heard with regards to equality issues

## **INFORMATION AND RESOURCES**

We ensure that the content of this policy is known to all staff and governors and to all pupils, parents and carers (school website)

All staff and governors have access to a selection of resources which discuss and explain concepts of equality, diversity and community cohesion in appropriate detail.

## **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.

## **STAFF DEVELOPMENT AND TRAINING**

We ensure that all staff, including support and administrative staff and governors, receives appropriate training and opportunities for professional development, both as individuals and as groups or teams.

## **BREACHES OF THE POLICY**

Breaches of this scheme will be dealt with in the same ways that breaches of other school policies are dealt with, as determined by the head teacher and governing body.

## **MONITORING AND EVALUATION**

We collect study and use quantitative and qualitative data relating to the implementation of this policy, and make adjustments as appropriate.

In particular we collect, analyse and use data relation to achievement, broken down as appropriate according to different factors such as disabilities and special educational needs, ethnicity, language, socio-economic circumstances, gender and age.

To review good practice we make use of a range of monitoring systems (e.g. classroom observations, Performance Management)

## **DEVELOPING AND IMPLEMENTING THE SCHEME**

### **HOW WE DEVELOPED OUR SCHEME**

The development of this scheme has involved the whole of our school community. We've discussed it with them and listened to what they have to say, including:

Our pupils/students:

- My Health, My School survey – completed annually
- Pupil questionnaires
- School Council – half termly meetings

Our staff:

- Staff meetings – weekly meetings  
SLT meetings

Our school governors:

- Governor meetings – half-termly meetings
- Governor training feedback – e.g. Race Equality, Child Protection, Safer Recruitment

Parents/carers:

- Questionnaires

Minority, marginalised and potentially vulnerable groups:

- Parents with disability/disabled children in school – informal discussions, questionnaires
- Annual reviews for pupils with high FFI top funding levels/EHCP.
- Meetings including EHP's for vulnerable children in school

Our partners in the community:

- The Church + PCC – regular meetings
- School Nurse Service – advice sought when necessary
- Social Care – multi agency meetings re specific pupils ☐ External agencies e.g. SaLT, ISPS, PDC, TaHMS, STARS,
- Networks SENCo/PSHE Forums – regular meetings
- Family of Schools – Headteacher attends half termly meetings
- Extended Services – represented at meetings including FoS, SENCo forum

Finally:

- We will keep the dialogue open through regular meetings with representatives of the school and wider community as detailed above.



The monitoring and review processes will be undertaken by teams representative of the school community. The school website will continue to be used as a vehicle for consultation with parents and carers on key aspects of policy development

## **PRIORITISING ACTIVITY**

We will use the information gained from our involvement with all stakeholders and issues arising from our data (qualitative and quantitative) to prioritise activities for improvement.

Date approved by the Governing Body:

July 2014

Review date

July 2017

## **LEGAL DUTIES**

1. We welcome our duties under the Race Relations 1976 as amended by the Race Relations Amendment Act 2000; the Disability Discrimination Acts 1995 and 2005; and the Sex Discrimination Act 1975 as amended by the Equality Act 2006 and the Equalities Act 2010 and any related updated guidance.
2. We welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.
3. We recognise that our outlined duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, the Human Rights Act 1998 and any related updated guidance.
4. Summaries of our legal obligations under the three main equality strands of disability, ethnicity and gender are outlined below. After each of the three equality strand we have also outlined the outstanding key issues for our school to address as priorities for the forthcoming three years, which will be included in our action plan and then reviewed for successful impact in our school on an annual basis.

## **SUMMARY OF LEGISLATIVE REQUIREMENTS**

## The Legal Frameworks

Equality impact assessments of new policies have been required since 2002 in the case of ethnicity, since 2006 in the case of disability, and since 2007 in the case of gender. The requirements are contained within frameworks which distinguish between a) 'the general duty' and b) 'specific duties'.

A further distinction is drawn between:

- a) Specific duties concerned with policy development and service delivery and
- b) Those concerned with employment

The three main frameworks are summarised in documents listed below:

The Disability Discrimination (Public Authorities) (Statutory Duties) Regulations 2005  
Statutory Instrument 2005 No. 2966  
The Race Relations Act 1976 (Statutory Duties) Order 2001  
Statutory Instrument 2003 No. 3458  
The Sex Discrimination Act 1975 (Public Authorities) (Statutory Duties) Order 2006  
Statutory Instrument 2006 No. 29

## **DISABILITY EQUALITY**

### The General Duty

The Disability Discrimination Act 1995, as amended by the Disability Discrimination Act 2005, places a general duty on public authorities to promote disability equality. The duty came into force on 4 December 2006 and requires public authorities to:

Promote equality of opportunity between disabled persons and other persons

- Eliminate unlawful discrimination
- Eliminate harassment of disabled persons that is related to their disabilities
- Promote positive attitudes towards disabled persons
- Encourage participation by disabled persons in public life
- Take steps to take account of disabled persons' disabilities, even where that involves treating disabled people more favourably

### Specific Duties

The specific duties relating to policy development and service delivery require public authorities to:

- Produce and publish a Disability Equality Scheme (DES) demonstrating how they intend to fulfil their general and specific duties - this is now subsumed in the Single Equality Scheme (SES) 7
- Involve disabled people in the development of the scheme
- Produce an action plan setting out the key actions an authority will take to promote disability equality

- Explain the methods they use for assessing the impact of their policies and practices, or the likely impact of their proposed policies and practices, on equality for disabled persons
- Assess and consult on the likely impact of proposed policies on the promotion of disability equality <sup>2</sup>
- Monitor policies for any adverse impact on the promotion of disability equality
- Publish the results of these assessments, consultation and monitoring
- Report annually on the progress of the action plan
- Review the scheme every three years

The specific duty covering an authority's role as an employer is to monitor the effect of its policies and practices on disabled persons, and in particular the effect on the recruitment, development and retention of disabled employees.

What impact have we already had on disability equality in our school?

#### Administration of medicines

- Staff members receive epipen training as and when necessary in order to support those children with epipen in school.
- Piriton medicine for specific children is kept in school with full instructions for emergencies.
- Epipen policy is always altered according to any new guidelines published
- Medical Healthcare Plan completed annually for children in school with specific medical needs requiring administration of topical medicines
- Anaphylaxis and Epipen information is contained in a separate policy

#### Accessibility in Teaching and Learning

- Tints of paper – partially sighted/dyslexic children can prefer off-white paper as black print on white paper is too stark
- Class teachers use Interactive Whiteboards where the background tint and text colour can be changed
- Coloured overlays used for dyslexic pupils
- Text books are only available with white paper
- Specific mark making and art tools used for pupils with DCD

#### Circulation

- Disability Access audits completed by pupils and focusing on routes around school have found that the school is wheelchair friendly.

#### Escape Strategy

- Children in school with any disability have a nominated, able bodied “escape buddy” to be responsible for alerting them to danger should it occur.
- The adults in the room will always have the ultimate responsibility for ensuring the children’s safety

#### Staff attitude to disability equality issues

- Dyslexia awareness training for all teaching staff
- ASC training for specific LSAs and all teaching staff from STARS
- Inclusion Disability Questionnaires given to disabled parents + parents of children with needs in school highlight the positive attitude of all staff members towards disability and the caring and inclusive ethos of the school

#### Curriculum delivery

- Monitoring results are not sent home for children with learning and behavioural difficulties where it is considered inappropriate. Short written report sent instead
- VAKs used extensively in teaching and learning including use of ICT
- SENCo liaises with appropriate outside agencies in regular basis
- Disability awareness planned into Healthy Heart Week activities

#### Staff awareness of Inclusion matters in planning and teaching

- Staff members have a complete list of ‘vulnerable’ groups and learners in school to refer to when planning assessing and tracking

#### What key issues still remain for our school?

##### Training

- To book in attachment training for staff

##### Provision Mapping

- To implement new provision mapping in school to include school’s best practice as Wave 1 upwards

##### Policies

- To develop a specific policy for Dyslexia

##### Accessibility Planning

- To ensure new entrance refurbishment is accessible to wheelchair users

## **RACE EQUALITY**

In 2001, the Race Relations Act 1976 was amended to give public authorities a new statutory duty to promote race equality.

### The General Duty

The general duty requires public authorities to have due regard to the need to:

Eliminate unlawful racial discrimination

- Promote equality of opportunity
- Promote good relations between persons of different racial groups

### Specific Duties

The specific duties relating to policy development and service delivery are to do with the content of a Race Equality Scheme (RES) - this is now subsumed in the Single Equality Scheme (SES). Schemes should set out an authority's functions and policies, or proposed policies that are assessed as relevant to the general duty to promote ethnicity equality and should set out an authority's arrangements for:

- Assessing and consulting on the likely impact of its proposed policies on the promotion of race equality
- Monitoring its policies for any adverse impact on the promotion of race equality
- Publishing the results of such assessments and consultation
- Ensuring public access to information about the services that it provides
- Training staff in connection with the general and specific duties
- Reviewing the scheme every three years

The specific duties covering an authority's role as an employer are to:

- Monitor by ethnicity the numbers of staff in post and the applicants for employment, training and promotion
- Monitor by ethnicity the numbers of staff who receive training; benefit or suffer detriment as a result of performance assessment procedures; are involved in grievance procedures; are the subject of disciplinary procedures; cease employment
- Report and publish annually the results of staff monitoring, and actions taken towards achievement of overall ethnicity equality objectives

What impact have we already had on race equality in our school?

### Stephen Lawrence Award

- The school has achieved Level 2 in the Stephen Lawrence Award. This has been a very positive experience for the school and it has impacted upon a number of areas of race equality in our school

- The Stephen Lawrence Award self-evaluation encompassed all the strands for the award and highlighted areas for development with regard to race equality

#### Curriculum development

- A whole school curriculum review analysed what was being taught and highlighted where we could celebrate different cultures further
- The school creative curriculum links to a number of key race equality themed topics such as Black History Month and Global Week. Other countries and cultures are represented within a range of subjects such as literacy, PSHE history and geography

#### School Community Involvement

- All members of the school community are involved in making key decisions with regard to race equality matters
- The views of parents, pupils, teachers and governors are listened to and key race equality issues are discussed before decisions are made
- A range of opportunities for the school community to voice their opinions is provided - questionnaires, forums, school council etc
- The anti-bullying and positive behaviour policies have been written by /with children
- The school recognises the importance of having visitors to school from a range of cultures and religions – members of the immediate school community and the local community are encouraged to become involved in the topics including Global Week, Diwali, Eid and Chinese New Year

#### Racial Equality – Systems and Procedures

- The school now has a very detailed procedure for dealing with racist incidents. All members of staff are aware of the procedures and these records are monitored via the termly return to the LCC
- New members of staff are made aware of all the aspects of the school's race equality work during their induction period

#### Progress and Achievement

- The BME and EAL pupils in school make good progress both academically and socially – rigorous termly tracking of all minority groups and vulnerable children analyses progress and addresses any needs/issues arising

What key issues still remain for our school?

#### Staff training

- To organise for external providers to deliver specific training sessions to staff/governors on EAL. Staff to implement any action + feedback in Staff meeting

## Library

- To ensure newly renovated school library has a good spread of books celebrating diversity of race and culture

## Displays

- To ensure displays celebrate a diversity of race and culture

## **GENDER EQUALITY**

### The General Duty

The Equality Act 2006 amends the Sex Discrimination Act 1975 to place a statutory duty on all public authorities, when carrying out their functions, to have due regard to the need to:

- Eliminate unlawful discrimination and harassment
- Promote equality of opportunity between men and women

### Specific Duties

The specific duties relating to policy development and service delivery require public authorities to:

- Produce and publish a gender equality scheme (GES) showing how they will meet the general and specific duties and setting out their gender equality objectives - this is now subsumed in the Single Equality Scheme (SES).
- Gather and use information on how their policies and practices affect gender equality
- Assess the impact of their policies and practices, or the likely impact of their proposed policies and practices, on equality between women and men
- Consult stakeholders in the development of the scheme
- Assess functions and policies, or proposed policies, which are relevant to gender equality
- Implement the actions set out in the scheme within three years
- Report annually on the progress of the action plan
- Review the scheme every three years.

The specific duties covering an authority's role as an employer are to:

- Consider the need to have objectives that address the causes of any differences between the pay of men and women that are related to their sex
- Gather and use information on how its policies and functions affect gender equality in the workforce

What impact have we already had on gender equality in our school?

## Curriculum Development

- The curriculum has been audited to assess the balance of gender specific topics
- Current NC Long term plans have been revised and the KS2 curriculum has been redeveloped to ensure that topics appeal to different gender groups.

## After School Clubs

- Through collective worship, class discussion, competitions and tournaments, the school has actively promoted non stereotypical attendance at clubs- e.g. choir for boys, girls' attendance at sporting/science clubs - a mix of boys and girls attend after school clubs and more KS2 boys now attend KS2 choir
- The implementation of Athletics and Bug Club online learning programmes is ensuring that boys are making progress in and are enthusiastic about reading and girls are making progress in maths

## School Admissions Policy

- Governors ensure that the selection criteria does not favour or discriminate against any gender group and the Admissions and Over-Subscription Policy do not mention gender

## Adult role models in school

- Both male and female members of staff work in KS1, LKS2 and UKS2 - this is intentional in order to provide positive gender role models to ALL pupils in school

What key issues still remain for our school?

## New National Curriculum

- To ensure new topics for new National Curriculum (statutory from September 2014) appeal to different gender groups

## **COMMUNITY COHESION**

Since September 2007 all schools have had a duty to contribute to working towards a society in which there is a common vision and sense of belonging by all communities; a society in which the diversity of people's backgrounds and circumstances is appreciated and valued; a society in which similar life opportunities are available to all; and a society in which strong and positive relationships exist and continue to be developed in the work place, in schools and in the wider community.

We at St.Chad's CE Primary School make this contribution by creating opportunities, through the curriculum and otherwise, for pupils to interact with those from different backgrounds to themselves to enrich their understanding of community and diversity.

We recognise that a school's community is defined in 4 dimensions:



- The school community
- The community within which the school is located
- The UK community
- The global community

We at St.Chad's CE Primary School understand that there are links between this duty and the duty to promote equality, although each has a distinctive focus.

We recognise that our school's contribution to community cohesion should be organised under three main headings:

#### 1. Teaching, learning and curriculum

- Helping children and young people to learn to understand others
- To value diversity whilst also promoting shared values
- To promote awareness of human rights and to apply and defend them
- To develop the skills of participation and responsible action

Examples within our teaching, learning and curriculum include:

- PSHE The school currently follows planning based on the LCC SOW/guidance and enhances this with SEAL. In addition to this, specific events and themed weeks in school further develop children's understanding of themselves and the diversity around them – e.g. Anti Bullying Week, Global Week.
- Citizenship The children are given opportunities to develop their understanding of their role as citizens through activities including St.Chad's, Global Week activities, intergenerational work
- RE Our updated RE curriculum features work on both the Christian faith and other faiths and is supplemented by trips, visits and visitors in school
- Worship We have a long term overview for Worship within school which includes Whole school, Key Stage and Class Worship/Reflection Time. Each week's worship theme is linked to a whole school ethos statement which is displayed prominently around school, shared at the start of the week with the pupils and reviewed at the end of each week. The vicar from St.Chad's Church takes whole school worship during the year and speakers from other faith groups and charitable organisations are also invited to participate in worship. Class worship/reflection often links global/local community issues within a framework of explicit Christian teachings. Member of the local church community are involved with the planning of worship/reflection time in school.
- Fieldwork Pupils are encouraged to participate in their community and responsible action is promoted through a variety of off-site activities including KS2 choir singing for the local care homes, and contribution to the North Leeds Food Bank.
- Curriculum The school curriculum has been developed to celebrate diversity and promote understanding of others – KS2 Enrichment activities challenge stereotypes as all pupils take part in all activities including ICT, Cookery and Sports. Children are encouraged to work together throughout the curriculum through team activities and peer tutoring and specific themed events focus on developing children's understanding of the diversity around them e.g. Black History Month, Global Week.

- Support for EAL pupils The school monitors the progress of EAL pupils using the BSquared tracking system. Intervention is put in place for any pupils requiring further support e.g. small group

## 2. Equity and excellence

- To ensure equal opportunities for all to succeed at the highest level possible
- Striving to remove barriers to access and participation in learning and wider activities
- Working to eliminate variations in outcomes for different groups

## 3. Engagement and extended services

- To provide reasonable means for children, young people, their friends and families to interact with people from different backgrounds
- Build positive relations
- Receive services which build positive interaction and achievement for all groups

Examples of engagement and extended services include:

- Links with different schools and communities - School has active links with Leeds Beckett University – pupils are able to access the sporting facilities at the University and PE coaching students are teaching year groups through school. School has forged positive relationships with various religious groups in the community including our own CE Church and the local mosque and synagogues, in order to facilitate visits and have guest speakers in school. Staff attend various forums and meetings with other schools in the immediate and wider area to share information and develop good practice.  
Provision of extended services School has its own breakfast club and After Hours Club on site. School has a wide programme of After School Clubs and activities as well as Lunchtime Cross Country clubs for all classes.
- Intercultural activities All pupils learn about the culture and history of other countries in our dedicated Annual Global Week. Guest speakers are regularly invited into school to develop pupils; understanding of other cultures –e.g. Chinese New Year celebrations, Sukkot celebrations, assembly and exhibition on Travellers.
- Mentoring schemes . School has a successful peer mediation scheme. School has accessed training for both pupils and staff on Positive Playtimes and Calm Classrooms from the Pupil Development Centre.
- Schools trips Children are given the opportunity to experience other communities, cultures and backgrounds and to build positive relations through a diverse range of trips and visits –e.g. local mosque and synagogue, Y6 trip to Paris, trips to Skelton Grange (focussing on environmental issues and recycling) and volunteer work at the North Leeds Food Bank.
- Multi-agency services School liaises with a variety of services in order to build positive interaction and achievement for all groups e.g. Stars, Complex Needs Service (specific targeted interventions for vulnerable children), TaHMS counselling

Key priorities to be addressed moving forward

- Further extend and develop positive relations with companies in the locality who can give an insight into other cultures/backgrounds – e.g. Restaurant workshops, M and S resource centre

## **EQUALITY ACT 2010 AND OTHER EXISTING EQUALITY LEGISLATION**

We at St.Chad's CE Primary School will also comply with and have due regard to the following equalities legislation:

### **New Equality Act 2010**

The Equality Bill became an Act on the 8th April 2010. It took effect from Autumn 2010. The Equality Act has put a new single Equality duty on public bodies. The duty requires public bodies to think about the needs of everyone who uses their services or works for them, regardless of race or ethnicity, or any other protected characteristic such as disability or religion.

The act protects people from discrimination on the basis of "protected characteristics" (which previously used to be called grounds). The relevant characteristics for services and public functions are:

#### **Disability (definition changed)**

The protected characteristic of disability applies to a person who has a physical or mental impairment that has a substantial and long term adverse effect on their ability to carry out normal day to day activities. To qualify for protection from discrimination a disabled person no longer has to show that their impairment affects a particular "capacity" such as mobility or speech, hearing or eyesight. Direct discrimination has been extended to cover disability

#### **Gender re-assignment (definition changed)**

The protected characteristic of gender re-assignment will apply to a person who is proposing to undergo, is undergoing or has undergone a process to change their sex. To qualify for protection from discrimination a transsexual person no longer has to show that they are under medical supervision as it is considered a personal process rather than a medical process which involves a person expressing their gender in a way that differs from or is inconsistent with the physical sex they were born with.

#### **Pregnancy and maternity (no change)**

Pregnancy and maternity is not a protected characteristic for the purposes of the schools provisions but it is covered by other requirements which means that schools are prohibited from restricting access to education on the grounds pregnancy and maternity status

#### **Race (no change)**

Race includes ethnic or national origins, colour or nationality. People can belong to one or more of these groups at the same time and the one which is relevant to a particular situation depends on the circumstances.

#### **Religion or belief (no change)**

The protected characteristic of religion or belief includes any religion or belief and any religious or philosophical belief. It also includes any lack of such religion or belief. A religion need not be mainstream or

well known to gain protection as a religion, although it must be identifiable and have a clear structure and belief system. Faith schools and educational institutions with a religious ethos may in some limited circumstances favour pupils or students because of their religion.

### **Sex (no change)**

A person's sex refers to the fact that they are male or female. You must not treat a woman or a girl worse than you would treat a man or boy. You must not treat a man or boy worse than you would treat a woman or a girl in the same circumstances.

### **Sexual orientation (no change)**

Everyone is treated from being treated worse because of sexual orientation whether they are straight, gay, lesbian, or bisexual. Sexual orientation discrimination also covers discrimination connected with expressions or manifestations of a person's sexual orientation. That may include someone's appearance, the places they visit or the people they associate with.

### **Age (no change)**

Under the schools provisions of the Act age is excluded from the list of protected characteristics.

An integrated public sector Equality duty encourages public bodies to address the needs of groups experiencing disadvantage or discrimination on a number of grounds including the new socio-economic duty. It also extends the use of positive action in the workplace.

The Equality Act also introduces a dual discrimination provision which enables people to bring claims where they have experienced less favourable treatment because of a combination of two protected characteristics. Further clarity regarding these issues and many others, particularly in relation to employment matters are likely to be much clearer when the codes of practice are published in January 2011.

The Employment Equality Regulations 2003 protect employees from discrimination because of their actual or perceived religion or belief.

Discrimination is unlawful in relation to:

- Recruitment and selection
- Terms and conditions of employment offered and or applied
- Opportunities for training, training itself, job promotions and transfers
- Harassment and victimisation
- Dismissal, including redundancy
- Post employment, for example provision of references

The Employment Equality (Sexual Orientation) Regulations 2003 and the subsequent Equality Act (Sexual Orientation) Regulations 2007 protect employees and consumers from discrimination because of their actual or perceived sexual orientation.

Once seen as a peripheral issue of little relevance to the core business of public bodies, sexual identity has been brought centre stage by legislative and societal developments. The Equality Bill will mean that public authorities will have a single public duty, which will extend the current public duties to age, sexual orientation, religion or belief, gender reassignment. It also includes pregnancy and maternity. Public authorities will have a duty to promote 'positive action'.

### **Gender Recognition Act 2004**

The purpose of the Act is to provide transsexual people with legal recognition in their acquired gender. Legal recognition follows from the issue of a full gender recognition certificate (GRC) by a gender recognition panel. The holder of a GRC is not obliged to inform their employer that they have one, but if they choose to do so this information on their gender history must be established as protected information. Trans people are protected by the Sex Discrimination Act 1975, as amended by the Sex Discrimination (Gender Reassignment) Regulations 1999 and the Sex Discrimination (Amendment of Legislation) Regulations 2008

### **Human Rights Act 1998 and Article 14 of the European Convention on Human Rights**

Article 14 refers to the prohibition of discrimination and states that the enjoyment of the rights and freedoms set forth in the Convention shall be secured without discrimination on any grounds such as "sex, race, colour, language, religion, political, or other opinion, national or social origin, association with a national minority, property, birth or other status".

### **Part 2 of the Equality Act 2006**

Part 2 of the Equality Act 2006 came into force in April 2007 and makes it unlawful for providers of goods, facilities and services to discriminate in grounds of religion or belief.

### **Employment Equality (Age) Regulation 2006**

This came into force in October 2006 and it protects against discrimination on grounds of age in employment and vocational training. Prohibits direct and indirect discrimination, victimisation, harassment and instructions to discriminate. The regulations cover recruitment, terms and conditions, promotions, transfers, dismissals and training

### **The Equality Act (Sexual Orientation) Regulations 2007**

Made under section 81 of the Equality act 2006, the Equality Act (Sexual Orientation) Regulations 2007, make it unlawful for providers of goods, facilities or services to discriminate under grounds of sexual identity.



## **GLOSSARY**

### **Diversity is:**

- About including everyone
- Valuing differences
- Harnessing differences in individuals to the benefit of both the organisation and the individual, by allowing people with different perspectives and views to use their unique blend of skills and character to improve the quality and performance of the organisation
- Having a better understanding of the diverse needs of our community

### **Duty A**

mandatory and legal obligation to do something

### **Promote**

Contribute to the progress and growth of.... Make publicity for.....

### **Equality and Human Rights Commission (EHRC)**

Bringing together the Equal Opportunities Commission, Disability Rights Commission and Commission for Race Equality, also serving as a national body for age, religion and belief and sexual discrimination as well as human rights.

### **What is meant by discrimination?**

Generally “discrimination” means treating someone with a protected characteristic worse than someone who does not have this characteristic would be treated in the same situation. The worse treatment must be because of that characteristic.

Discrimination can take a number of forms:

- “Direct”
- “Indirect”
- Failure to make reasonable adjustments for disabled people
- “Discrimination arising from disability”
- Discrimination because of “association” with someone who has a protected characteristic
- Discrimination because a person is thought to have a protected characteristic whether correctly or incorrectly (“perceived”)

People are also protected from:

- Harassment related to a protected characteristic
- Victimisation because they have, or their education provider thinks they have, made or helped made a complaint about discrimination, unless they know the complaint was not true

### **Direct discrimination**

Direct discrimination happens when an education provider treats a pupil or student (or an applicant for admission) worse than they treat or would treat another pupil or student (or applicant) because of a protected characteristic.

Direct discrimination also includes less favourable treatment of a person based on a stereotype relating to a protected characteristic, whether or not the stereotype is accurate.

It is not direct discrimination against a non disabled person to treat a disabled person better. Education providers must not treat someone worse because of a combination of two protected characteristics than they would treat someone who did not have either of these characteristics; this is known as combined characteristics.

### **Combined discrimination**

Sometimes, a person may experience worse treatment than someone else because of combination of the protected characteristics they have.

There may be an interaction between two or more than two of a person's characteristics, but a claim for combined discrimination will only look at a combination of two of them.

### **Indirect discrimination**

People's experiences and opportunities in education can be affected by an education provider's rules or ways of doing things.

Indirect discrimination takes place when the same rule or way of doing things is applied to everyone. The rule or way of doing things may not appear to have a different or worse impact on people with a protected characteristic but does so in reality.

### **Victimisation**

If an education provider treats a person badly because they have taken a particular action related to the Equality Act 2010 (or because they suspect the person has taken or will be taking such action), this will be victimisation, and is against the law.

The protection covers anyone, whether or not they have a protected characteristic, if they do something in relation to making a complaint of discrimination and you treat them badly.

### **Harassment Harassment in the Equality Act 2010 means:**

Unwanted behaviour which has purpose or effect of:

- Violating the dignity of another person: or
- Creating for that person an intimidating ,hostile, degrading and humiliating or offensive environment

Unwanted behaviour can include any kind of behaviour, including spoken or written words or abuse, imagery, graffiti, physical gestures, facial expressions, mimicry, jokes, pranks, acts affecting a person's surroundings or other physical behaviour.

### **Positive action**

"Positive action" means the steps that an education provider is allowed (but not required) to take to encourage people with a protected characteristics from groups with different needs or a past track record of disadvantage or low participation to access education.