



Woodland Primary School
'Learning together'

Equalities Policy

Evidence of intentions and practice - for the information of
staff, governors, parents, LA, OFSTED and DfE

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Approved by:
Finance, Personnel Committee

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WOODLAND PRIMARY SCHOOL

Equalities Policy

1 Introduction

- 1.1 At Woodland Primary School we believe that everyone within our school community should be provided with the same opportunities. We believe our school should provide a happy, safe and caring environment where every individual is valued and respected. We aim to foster strong, healthy relationships which show awareness, knowledge, understanding and acceptance of the individual needs of others. Discrimination, harassment or victimisation on any grounds will not be tolerated and all students, staff and parents and carers are made aware of this.
- 1.2 We are committed to ensuring the participation of all our children in the community, curriculum, wider curriculum and culture of the school and aim to provide a broad, balanced, relevant and challenging curriculum through which all children are prepared for a culturally diverse and multi-ethnic society and all have the opportunity to reach their full potential.
- 1.3 All schools have a duty to comply with a large and complex suite of equality legislation. This Single Equality Scheme has been devised to ensure that all our policies and practices meet with all the legislative requirements. In particular the Equality Act 2010, which provides a single, consolidated source of discrimination law.
- 1.4 In respect of this and in consideration of the general duty, this scheme has due regard to the need to:
 - Eliminate unlawful discrimination, harassment and victimisation
 - Advance equality of opportunity between people who share a protected characteristic* and those who do not. In particular, to the need to:
 - a. remove or minimise disadvantages suffered by persons who share a protected characteristic that are connected to that characteristic;
 - b. take steps to meet the needs of persons who share a relevant protected characteristic that are different from the needs of persons who do not share it;
 - c. encourage persons who share a relevant protected characteristic to participate in public life or in any other activity in which participation by such persons is disproportionately low.
 - Foster good relations between people who share a protected characteristic and those who do not. In particular, to the need to:
 - a. tackle prejudice, and
 - b. promote understanding

(*Protected characteristics are explained in more detail in Appendix A.)

- 1.5 Woodland Primary School's Single Equality Scheme reflects the general and specific duties on schools as detailed in Equality Act 2010. We are committed to responding to all diversity

related legislation and feel that a single equality scheme is the best mechanism for achieving this.

- 1.6 This Single Equality Scheme was developed collaboratively and is the result of Woodland Primary School working with pupils, staff, parents and carers, and school governors. A number of consultations, discussions, both formal and informal, were held with a variety of our stakeholders.
- 1.7 This scheme is intended to cover all pupils, staff and parents with particular reference to the nine 'protected characteristics': sex, race, disability, religion or belief, sexual orientation, gender reassignment, pregnancy or maternity, age, being married or in a civil partnership.

2 School Context

- 2.1 Our relentless commitment to inclusion and securing equality of access for all is underpinned by our understanding of the context in which we work and the range of vulnerable children and families.
- 2.2 Woodland is located in a large council housing estate and the level of deprivation in the school is considerably higher than the Local Authority average. 92.3% of households are categorised within 10% of the most deprived households nationally and over 63% within the bottom 1%. The percentage of pupils eligible for a free school meal is again at 73%, considerably higher than both the local and national averages.
- 2.3 Woodland currently has around 180 190 children on roll from 3 to 11 years. Rates of mobility are higher than nationally and this is set to vary further, with the planned demolition of the local housing estate in which many of our families live. 15% 22% of our children are identified as having SEND and these are becoming increasingly complex.
- 2.4 The % of EAL and BME pupils is much lower than the national average (13 EAL 15%) but this is increasing. The main language spoken, other than English, is Polish, though we currently support 8 discrete language groups.
- 2.5 Basic skills deficiency amongst adults is considerably higher than the national average. Many parents had poor experiences of formal education themselves which has resulted in low aspirations and a culture of not valuing education. Significant numbers do not or cannot support their children's learning and do not see themselves as partners in their children's education.
- 2.6 School data shows that a substantial proportion of children enter our school well below the developmental band typical for their age. Speech and language delay is a particular concern. This trend shows no sign of decline.
- 2.7 We currently have a high numbers of active Social Care cases. This continues to increase and cases are becoming increasing complex at a time when external support is in decline.
- 2.8 Attendance is currently 95.2% but we continue to target this as an area of priority so that we become at least in line with national averages (96%)
- 2.9 Exclusions remain a last resort in our school.

3 Roles and Responsibilities for Implementing the Single Equality Scheme

3.1 The Headteacher will:

- ensure that staff and parents are informed about the Single Equality Scheme
- ensure that the scheme is implemented effectively and is embedded into the culture of the school
- review the scheme every 4 years
- manage any day to day issues arising from the policy whether for pupils or for the school as an employee
- ensure staff have access to training which helps to implement the scheme
- liaise with external agencies regarding the policy so that the school's actions are in line with the best advice available
- monitor the scheme and report to the governing body at least annually, on the effectiveness of the policy
- ensure that SLT are kept up to date with any development / action plan arising from the policy
- provide appropriate support and monitoring for any pupils for whom the scheme has direct relevance with assistance from relevant agencies

3.2 The Governing Body will:

- support the Headteacher in implementing any actions necessary
- inform and consult about the parents about the scheme
- evaluate and review this scheme every four years

3.3 The Parent / Carers will:

- have access to the scheme
- be encouraged to support the scheme and adopt its principles
- have the opportunity to attend any meetings / awareness raising sessions to the scheme
- have the right to be informed of any incident related to this scheme which could directly affect their child

3.4 School Staff will:

- accept that this is a whole school issue and support the Single Equality Scheme
- engender and embody the principles of the scheme
- be aware of the Single Equality Scheme and how it relates to them

3.5 Pupils will:

- be involved in and made aware of the scheme
- be expected to act in accordance, appropriately to age and ability with principles of the scheme

4 Disability Equality

| What we do | Evidence |
|---|--------------------|
| Put an Accessibility Plan in place which aims to: <ul style="list-style-type: none"> • Increase the extent to which disabled pupils can participate in the curriculum; • Improve the physical environment of our school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided; • Improve the availability of accessible information to disabled pupils, parents and carers | Accessibility Plan |

| | |
|--|--|
| Rigorous monitoring of all children's progress, comparisons made between specific groups of children, including SEN population. Analysis of progress informs provision within the school | Progress and tracking data. Provision map |
| Annual audit of staff training needs for SEN/disability | Audit and analysis |
| SEN Policy | Policy document |
| Inclusion Policy | Policy document |
| Inclusive Procedures | Inclusion Mark report |

5 Race Equality

| What we do | Evidence |
|--|---|
| Promote Race Equality and Cultural Diversity via the curriculum | Curriculum Planning Curriculum statement |
| Actively promote British values of tolerance and respect | Curriculum Planning Pupil voice Journey books |
| Provide information in other languages - access translation for identified relevant languages and produce identified information | Employment of translator as needed |
| Equal Opportunity Policy – staff and pupils | Policy documents |
| Inclusion Policy | Policy document |

6 Gender Equality

| What we do | Evidence |
|--|---|
| Rigorous monitoring of all children's progress; comparisons made between specific groups of children including gender. This has resulted in changes to the curriculum to ensure it is engaging; a focus on learning styles to ensure we are meeting the needs of all learners. | Progress and tracking data Medium Term Plans Short term planning Book monitoring |
| All school policies are mindful of gender issues and promote gender equality | School policies |
| Promote gender equality within our workforce Promotion of British values of individual liberty, respect. | Recruitment procedures Every day practice |
| Actively promote parenting by both parents/carers | Parent/Family Liaison, visitors book, Family Learning |
| Equal Opportunity Policy – staff | Policy document |
| Inclusion Policy | Policy document |

7 Age, Faith & Belief and Sexual Orientation

| What we do | Evidence |
|--|---|
| Recruitment procedures | Personnel Records Recruitment process Training record |
| Our school uniform policy is fair and reasonable and takes account of pupils from particular religious groups. | Uniform Policy |
| Inclusive procedures | Policy document |

8 Discrimination and Harassment

| What we do | Evidence |
|--|---|
| Incidents of discrimination and/or harassment are dealt with promptly and in line with school policy | Incidents recorded Bullying Register / Log records on CPOMS Termly behaviour reports Part B HT report to Governors |
| Implement policies and procedures which communicate clearly and explicitly the positive steps we take to tackle discrimination within our school | Whistleblower Policy Bullying and Harassment at work Policy Anti-Bullying Policy |

9 Equality Objectives

9.1 See the Single Equality Action plan for further detail of objectives and planned actions.

Protected characteristics

The protected characteristics for the schools provisions are:

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

Age and marriage and civil partnership are NOT protected characteristics for the schools provisions.

Disability

A person is a disabled person (someone who has the protected characteristic of disability) if they have a physical and/or mental impairment which has what the law calls 'a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities'.

There is no need for a person to have a medically diagnosed cause for their impairment; what matters is the effect of the impairment not the cause.

In relation to physical impairment:

- Conditions that affect the body such as arthritis, hearing or sight impairment (unless this is correctable by glasses or contact lenses), diabetes, asthma, epilepsy, conditions such as HIV infection, cancer and multiple sclerosis, as well as loss of limbs or the use of limbs are covered.
- HIV infection, cancer and multiple sclerosis are covered from the point of diagnosis.
- Severe disfigurement (such as scarring) is covered even if it has no physical impact on the person with the disfigurement, provided the long-term requirement is met (see below).
- People who are registered as blind or partially sighted, or who are certified as being blind or partially sighted by a consultant ophthalmologist, are automatically treated as disabled under the Act.

Mental impairment includes conditions such as dyslexia and autism as well as learning disabilities such as Down's syndrome and mental health conditions such as depression and schizophrenia.

The other tests to apply to decide if someone has the protected characteristic of disability are:

- The length the effect of the condition has lasted or will continue: it must be long term. 'Long term' means that an impairment is likely to last for the rest of the person's life, or has lasted at least 12 months or where the total period for which it lasts is likely to be at least 12 months. If the person no longer has the condition but it is likely to recur or if the person no longer has the condition, they will be considered to be a disabled person.
- Whether the effect of the impairment is to make it more difficult and/or time-consuming for a person to carry out an activity compared to someone who does not have the impairment, and this causes more than minor or trivial inconvenience.
- If the activities that are made more difficult are 'normal day-to-day activities' at work or at home.
- Whether the condition has this impact without taking into account the effect of any medication the person is taking or any aids or assistance or adaptations they have, like a wheelchair, walking stick, assistance dog or special software on their computer. The exception to this is the wearing of glasses or contact lenses where it is the effect while the person is wearing the glasses or contact lenses, which is taken into account.

Eg Someone who has ADHD might be considered to have a disability even if their medication controls their condition so well that they rarely experience any symptoms, if without the medication the ADHD would have long-term adverse effects.

Progressive conditions and those with fluctuating or recurring effects are included, such as depression, provided they meet the test of having a substantial and long-term adverse effect on a person's ability to carry out normal day-to-day activities.

Gender reassignment

Gender reassignment is 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.

pupils, it may simply include choosing to dress in a different way as part of the personal process of change.

A person will be protected because of gender reassignment where they:

- make their intention known to someone – it does not matter who this is, whether it is someone at school or at home or someone like a doctor:
 - once they have proposed to undergo gender reassignment they are protected, even if they take no further steps or they decide to stop later on
 - they do not have to have reached an irrevocable decision that they will undergo gender reassignment, but as soon as there is a manifestation of this intention they are protected
- start or continue to dress, behave or live (full-time or part-time) according to the gender they identify with as a person
- undergo treatment related to gender reassignment, such as surgery or hormone therapy, or
- have received gender recognition under the Gender Recognition Act 2004.

It does not matter which of these applies to a person for them to be protected because of the characteristic of gender reassignment.

This guidance uses the term 'transsexual person' to refer to someone who has the protected characteristic of gender reassignment.

Pregnancy and maternity

The Act lists pregnancy and maternity as a protected characteristic. Pregnancy is the condition of being pregnant or expecting a baby. Maternity refers to the period after the birth, and is linked to maternity leave in the employment context.

It is discrimination to treat a woman (including a female pupil of any age) less favourably because she is or has been pregnant, has given birth in the last 26 weeks or is breastfeeding a baby who is 26 weeks or younger. It is direct sex discrimination to treat a woman (including a female pupil of any age) less favourably because she is breastfeeding a child who is more than 26 weeks old.

Race

Race means a person's:

- colour, and/or
- nationality (including citizenship), and/or
- ethnic or national origin

and a racial group is composed of people who have or share a colour, nationality or ethnic or national origins.

A person has the protected characteristic of race if they belong to a particular racial group, such as 'British people'.

Racial groups can comprise two or more racial groups such as 'British Asians'.

Religion or belief

The protected characteristic of religion or belief includes any religion and any religious or philosophical belief. It also includes a lack of any such religion or belief.

A religion need not be mainstream or well known to gain protection as a religion. It must, though, be identifiable and have a clear structure and belief system. Denominations or sects within religions may be considered a religion. Cults and new religious movements may also be considered religions or beliefs.

Belief means any religious or philosophical belief and includes a lack of belief.

'Religious belief' goes beyond beliefs about and adherence to a religion or its central articles of faith and may vary from person to person within the same religion.

A belief which is not a religious belief may be a philosophical belief, such as humanism or atheism.

A belief need not include faith or worship of a god or gods, but must affect how a person lives their life or perceives the world.

For a belief to be protected by the Equality Act:

- It must be genuinely held.
- It must be a belief and not an opinion or viewpoint based on information available at the moment.
- It must be a belief as to a weighty and substantial aspect of human life and behaviour.
- It must attain a certain level of cogency, seriousness, cohesion and importance.
- It must be worthy of respect in a democratic society.
- It must be compatible with human dignity and not conflict with the fundamental rights of others.

Sex

A person's sex refers to the fact that they are male or female. In relation to a group of people, it refers to either men or women or to either boys or girls.

Sexual orientation

Sexual orientation means the attraction a person feels towards one sex or another (or both), which determines who they form intimate relationships with or are attracted to.

- Some people are only attracted to those of the same sex (lesbian women and gay men).
- Some people are attracted to people of both sexes (bisexual people).
- Some people are only attracted to the opposite sex (heterosexual people).

Everyone is protected from being treated worse because of sexual orientation, whether they are bisexual, gay, lesbian or heterosexual.

Sexual orientation discrimination also covers discrimination connected with manifestations of that sexual orientation.

Age

Where this is referred to, it refers to a person belonging to a particular age (e.g. 32 year olds) or range of ages (e.g. 18 - 30 year olds).

Marriage and civil partnership

Marriage is defined as a 'union between a man and a woman'. Same-sex couples can have their relationships legally recognised as 'civil partnerships'. Civil partners must be treated the same as married couples on a wide range of legal matters.

Related policies and procedures include:

- **Bullying and Harassment at work**
- Whistleblowers Policy
- SEN policy
- Anti Bullying
- **Personal and Intimate Care**
- **Care and Control**
- Collective Worship
- Curriculum Statement
- Accessibility Plan
- First Aid Policy
- Inclusion
- Positive Behaviour
- Safe Recruitment
- Young Carer