



Ryhope Infant School Academy

A Plan for Single Equality

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Signed: 
Chair of Governors

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A Plan for Single Equality

Context

The current Government believes that there is a need to reform education to tackle educational inequality, which has widened in recent years. They believe that too many children are held back by disadvantage and discrimination. It is the intention to build a fair society where social mobility is unlocked; where everyone, regardless of background has the chance to succeed. The Equality Act provides this opportunity to all.

Statement of Intent

Ryhope Infant School Academy's Policy for Single Equality sets out how this setting will implement its public duties to promote equality, as set out in the Equality Act, and outlines some of the ways in which we are going to promote equality, to raise standards.

We are committed to narrowing gaps and tackling barriers to ensure equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of race, gender, disability, religion, faith 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 are able to participate fully in life here at Ryhope Infant School Academy.

The achievement of all our learners from the youngest to the oldest will be monitored by race, gender and disability and we will use this data to support pupils, raise standards and ensure inclusive teaching and learning. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all. At Ryhope Infant School Academy, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

As well as the specific actions and targets we may set ourselves for the future, the site operates equality of opportunity in its day to day practice in the following ways;

Teaching & Learning

We aim to provide all our learners with the opportunity to succeed, and to reach the highest level of personal achievement.

To do this we will;

- Use contextual data to improve the ways in which we provide support to individuals and groups of children across the whole age range.
- Ensure that pupils with SEN/AEN and More able and Talented have access to all areas of the curriculum, provided at a suitable level and differentiated according to ability.
- Monitor achievement data of all pupils, especially vulnerable groups, and action any gaps.
- Take account of the achievement of all children when planning for future learning, activities and setting - challenging targets.

- Ensure equality of access for all children and users of the site 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 children and other users of the site to appreciate their own culture and celebrate the diversity of other cultures.
- Encourage classroom and staffroom discussion of equality issues which reflect on social stereotypes, expectations and the impact on learning.
- Include teaching and classroom - based approaches appropriate for the whole school population, which are inclusive and reflective of our learners.
- Endeavour to provide a broad, balanced relevant curriculum that takes into account the holistic developmental needs of the individual.
- Ensure that all staff continue to gain knowledge and increase the range of strategies and teaching styles to enable all pupils to have access to the curriculum.
- Ensure that pupils have access to appropriate support. We will work with parents/ carers, Health, Children's Services and other multi - agencies in partnership.
- View parents/ carers as partners and involve them fully in discussions about access to the curriculum in its widest sense. Parents and carers will be provided with information about the curriculum, how it may be differentiated and modified and any implications for assessment of progress.

Children's Rights and Responsibilities

Ryhope Infant School Academy is a Rights Respecting School

It is our view that all children at Ryhope Infant School Academy:

- Have the right to be listened to and treated with the respect and the responsibility to listen and treat others with respect.
- Have the right to feel pride in their learning and the responsibility to help others feel the same pride.
- Have the right to feel safe and secure in a respectful social environment and safe physical environment and share the responsibility to care for the well-being and learning opportunities of each other.
- Are supported towards achieving a common set of learning goals.
- Have the right to contribute their ideas to the curriculum and the culture of the school.

Admissions and Exclusions

Our admission arrangements are based upon the LA Guidelines, and do not discriminate on race, gender, disability or socio-economic factors.

Exclusions will always be based on the school's procedures as outlined in the Behaviour and Discipline 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

This section deals with aspects of equal opportunities relating to staff employed here at Ryhope Infant School Academy.

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.

All staff appointments and promotions are made on the basis of merit and ability and in compliance with the Local Authority Safer Recruitment Policy. However we are concerned to ensure wherever possible that the staffing of the site reflects the diversity of our community.

Employer Duties

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.

Equality aspects such as gender, race, disability, sexual orientation, gender reassignment and faith or religion are considered when appointing all 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 including bullying and harassment of staff.
- Continued professional development opportunities for all staff.

Equality and the Law

This Single Equality Policy supersedes all of the previous policies/guidelines re the following;

- Race Equality
- Disability
- Gender Equality
- Sexual Orientation

The Governing Body will therefore ensure that it does not discriminate either directly or indirectly in the provision of goods, facilities, services or employment on the grounds of sexual orientation and will not tolerate any form of third party discrimination in the form of:

- Harassment
- Victimisation
- Associative discrimination

Community Cohesion

The Education and Inspections Act 2006 inserted a new section 21(5) to the Education Act 2002, introducing a duty on Governing Bodies of state schools to promote community

cohesion. Community cohesion encompasses promoting good relations between pupils from different races, faiths, beliefs and socio-economic backgrounds. The duty came into force on 1 September 2007 (See Community Cohesion Policy).

Curriculum Access

- **Entitlement:** all pupils will receive a broad and balanced curriculum that recognises and addresses the specific nature of any particular special need.
- **Abroad and balanced curriculum:** pupils will access learning opportunities in a way that meets both their individual needs. The curriculum will take into account pupils' age and cognitive, social and emotional levels of functioning
- **Equal value:** flexibility in the design and delivery of the curriculum and in the evaluation of pupil progress will be seen as an appropriate response to the diversity of pupil learning needs. The curriculum arrangements for all pupils will be equitable.
- **Effective teaching and learning:** through an effective teaching and learning policy, pupils will have a suitably differentiated curriculum that is well planned and taught.
- **Importance of professional development:** there will be a genuine sharing of good practice, co-operation, shared learning and expertise between all those involved in the educational process.
- **Funding (including Pupil Premium):** to ensure that all pupils with SEN/AEN can access the curriculum, they will have access to an appropriate and realistic level of support and resources. The allocation of resources will be determined, organised and delivered in a transparent manner according to an assessment of individual need.

Tackling Discrimination - Roles & Responsibilities

The role of Governors

The Governing Body has set out its commitment to equal opportunities in this plan and it will continue to do all it can to ensure that the whole site is fully inclusive to its entire staff, users and stakeholders, ensuring its responsiveness to their needs based on race, gender and disability.

The Governing Body seeks to ensure that people are not discriminated against when applying for jobs anywhere on the site, on the grounds of race, gender or disability. The Governing Body ensures that no child is discriminated against whilst on our site on account of their race, sex or disability.

The role of the Head Teacher

It is the Head Teacher's role to implement the school Equality Plan and she is supported by the Governing Body by doing so.

It is the Head Teacher's role to ensure that all staff are aware of the Equality Plan and that teachers apply these guidelines fairly in all situations.

The Head Teacher ensures that all appointments panels give due regard to this plan, so that no-one is discriminated against when it comes to employment or training opportunities.

The Head Teacher promotes the principle of equal opportunity when developing the curriculum, and promotes respect for other people and equal opportunities to participate in all aspects of school life.

The Head Teacher treats all incidents of unfair treatment and any incidents of bullying or discrimination, including racist incidents, with due seriousness.

The role of staff; teaching and non teaching

All staff will ensure that all pupils/ users are treated fairly, equally and with respect, and will maintain awareness of the settings Equality Plan.

All staff will strive to provide material that gives positive images based on race, gender and disability, and challenges stereotypical images.

All staff will challenge any incidents of prejudice, racism or homophobia, and record any serious incidents, drawing them to the attention of the Head Teacher.

Teachers support the work of ancillary or support staff and encourage them to intervene in a positive way against any discriminatory incidents.

Harassment on account of race, gender, disability or sexual orientation 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 child's individual circumstances.

Monitoring & Review of progress and impact

The plan has been agreed by the Governing Body as dated below. We have a rolling programme for reviewing our school policies and their impact in line with legislative requirements. We will review progress against our Equality Plan annually and review the entire plan and accompanying action plan on a three year cycle.

Racist and homophobic incidents and other incidents of harassment or bullying are dealt with by the member of staff present, escalating to the Head Teacher where necessary. All incidents are reported to the Head Teacher and racist incidents are reported to the Governing Body on a termly basis.

Appendix

What is a discriminatory incident?

Harassment on grounds of race, gender, disability, sexual orientation or other factors such as socio-economic status, 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 or 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.

Responding to and reporting incidents

It should be clear to pupils, users and staff how they report incidents. All staff, teaching and non-teaching should view dealing with incidents as vital to the well being of the whole school.

