



REINWOOD JUNIOR SCHOOL

Single Equality Policy

Date: September 2015

Review date: November 2018

Version no: 2

Introduction

We are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of race, gender, disability, religion or socio-economic background. We recognise that treating people equally does not necessarily involve treating them all the same. 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 school life.

What we already do

The achievement of pupils will be monitored by race, gender, FSM, PP and disability and we will use this data to support pupils, raise standards and ensure inclusive teaching.

In order to comply with the public duty we have the following procedures in place to ensure that we consider the needs of all of our pupils in everything we do and create an environment, which champions respect for all. We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

Public Sector Equality Duty (2011)

This policy sets out how Reinwood Junior School has paid due regard to the need:

- **to eliminate discrimination**, harassment, victimisation and any other conduct that is prohibited by or under this Act
- **to advance equality of opportunity** between persons who share a relevant protected characteristic and persons who do not share it
- **to foster good relations** between persons who share a relevant protected characteristic and persons who do not share it.

At Reinwood Junior school we

- Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act through
 - Consistency in applying the school rules
 - Our Anti-bullying policy and Positive Behaviour Policy
 - Monitoring incidents through G2 behaviour tracking
 - Counselling and supporting staff or pupils
 - Conflict resolution techniques
 - Displays/timeline around school reflecting diversity across all aspects of equality
 - Anti bullying training
- Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it enabling them to succeed through
 - A curriculum that prepares them for a life in a diverse society
 - Promoting attitudes and values that celebrate and respect diversity and challenge inappropriate behaviour
 - Robust tracking and monitoring, all data is scrutinized in detail so possible vulnerable groups of children are tracked for progress and attainment
 - Small group intervention work
 - tracking all aspects of a child's provision and progress through termly progress reviews, ILPS and SEN review systems

- Safeguarding
- Inclusive classrooms
- Resources to promote equality
- Enrichment activities
- Celebrating pupils achievement in Assembly
- Foster good relations between persons who share a relevant protected characteristic and persons who do not share it through
 - Openness and tolerance which welcomes everyone to our school
 - listening and engaging with our families on a daily basis having a real open door policy
 - Greeting visitors to our school with friendliness and respect
 - We actively engage at the earliest point with new families greeting them warmly. Ensuring reasonable adjustments are made to enable pupils, staff and visitors(including parents) with disabilities (this not only includes physical access, but take account of wider access to school information and activities)
 - Reviewing and evaluating the effectiveness of our school provision and encourage them to use the Parent View website
 - Ensuring that the cultural, moral and spiritual needs of all children are met by the planning of curriculum activities, assemblies, and educational visits to
 - Active encouragement and respect of pupils views e.g. School Council, Eco-Team.
 - Positive role models
 - Inspirational speakers invited into school.

Reinwood Junior School welcomes its duties under the new Equality Act (2010).

The Equality Act establishes 9 protected characteristics, which apply to schools. Only the first 7 characteristics apply to pupils:

- Disability
- Race
- Sex
- Gender reassignment
- Pregnancy and maternity
- Religion or belief
- Sexual orientation
- Marriage and civil partnership
- Age

Responsibility for the Policy

- In our school, all members of the school community have a responsibility for promoting equalities.
- The Governing Body will take steps that will result in improved outcomes for all members of the school community in all aspects of school life, taking positive action to promote equality.
- The Governing Body has responsibility for ensuring that:
 - The school complies with all equalities legislation relevant to the school community;
 - The school's equality policy and schemes are maintained and updated regularly;
 - The actions, procedures and strategies related to the policy are implemented;
- The Head Teacher and Leadership team has responsibility for:
 - In partnership with the Governing body, providing leadership and vision in respect of equality;
 - Overseeing the implementation of the equality policy and schemes;
 - Co-ordinating the activities related to equality and evaluating impact;

- Ensuring that all who enter the school are aware of, and comply with, the Single Equality policy;
 - Ensuring that staff are aware of their responsibilities and are given relevant training and support;
 - Taking appropriate action in response to any prejudice-related incidents.
- All school staff have responsibility for:
 - The implementation of the school's equalities policy and schemes;
 - Dealing with incidents of discrimination and knowing how to identify and challenge bias and stereotyping;
 - Ensuring they do not discriminate on grounds of ethnicity and culture, disability, sexual orientation or other groups vulnerable to discrimination.
 - Keeping up to date with equalities legislation.

Specific Duties under the Public Sector Equality Duty

- To publish information which demonstrates our compliance with the need to have due regard for the three aims of the General Duty
- To prepare and publish specific and measurable objectives which we will pursue over the coming years to achieve the three aims

Definition of 'due regard' and how we aim to comply with the principles of the general duty

- While making a decision that might affect an equality group, the decision-maker must have regard to the three aims of the Act at the time. This cannot be done in retrospect, nor can it be delegated
- The duty will be exercised with rigour and with attention to relevant evidence, including that derived from consultation with staff and the wider community
- The duty is continuing, so we will revisit it and bear it in mind constantly
- We will keep records to show that the equality duties have been considered on each occasion

Staff Recruitment and Professional Development

- All posts are advertised formally and are open to the widest pool of applicants;
- All those involved in recruitment and selection are trained and aware of what they should do to avoid discrimination to ensure equality of opportunity.
- Steps are taken to encourage people from under-represented groups to apply for positions at all levels of the school;
- Access to opportunities for professional development is monitored on equality grounds;
- Equalities policy and practice is covered in all staff inductions;
- All supply staff and contractors are made aware of the equalities policy and practice;
- Employment policy and procedures are reviewed regularly to check conformity with legislation and the impact of policies are kept under regular review.

Health Related Questions for Job Applicants

- It is now unlawful for employers to ask health-related questions of applicants before job offer, unless the questions are specifically related to an intrinsic function of the work. We will continue to establish teachers' fitness and ability to teach (as required by the Health Standards (England) Regulations 2003) by asking necessary, targeted and relevant health questions after job offer.

Equality Impact Assessment

In order to ensure that our current provision and procedures comply with the requirements of the Equality Act we will carry out a review of new and substantially amended aspects of school life with regard to the protected characteristics by means of an Equality Impact Assessment.

All school subject co-ordinators will carry out an equality impact assessment of their area of responsibility for activities both within and beyond the school day. Any gaps in provision and practice that are identified form part of an action plan (see SDP).

Our future intention is to use an Equality Impact Assessment when we intend the following actions:

- to introduce new provision or practice
- to change or reduce provision or practice
- to remove provision or practice.

Consultation

Reinwood Junior School recognises the importance of taking account of people's differing experiences, needs and histories, and of the differing challenges and barriers which they may face. Bearing in mind the protected characteristics, consultation with those we have identified as likely to be affected forms part of every Equality Impact Assessment. Primarily we consult with pupils. However we also consult with parents/carers, staff, governors and other school users when appropriate. We consult in the following ways:

- Pupil questionnaires, interviews and learning walks
- School council, Eco-Team Member which are democratically voted for
- We meet with pupils individually to discuss their needs and progress though a very open door policy
- LAC & SEN children directly contribute to their own review procedures
- Parental questionnaires to consult on any changes e.g. Positive Behaviour Policy (Rewards & Sanctions)
- School admin card asks for information so that we can help both the child and their family

How we measure the impact of any changes

We monitor the on-going impact of these changes on those who may be affected in the following ways:

- Tracking of pupil achievement across the school with additional focus on equality groups e.g. EMA, FSM, Gender, SEN, PP, Gifted and Talented using Excel and G2
- Recording behaviour incidents on G2
- Pupil Surveys
- We listen to parents and act to improve any concerns or issues e.g. Transition procedures between Year 2 and the Junior school have improved and throughout the school.
- Staff feedback

Publication and Review

The specific duties under this Act require us to be open and transparent about all our decision-making processes, intentions and results.

We record the results of our equality impact assessment and action taken. We review and publish this information and its impact on our pupils through:

- Our school website
- Head Teachers report to the Governing body

- Consultations with parents e.g. Transition

Equal Opportunities

Kirklees LA requires all its schools, colleges and services to promote racial and sexual equality, harmony, understanding and justice. We promote tolerance of and respect for people of all faiths (or those of no faith), races, genders, ages, disability and sexual orientations (and other groups with protected characteristics) through the effective spiritual moral, social and cultural development of pupils, including through the extent to which schools engage their pupils, including through the extent to which schools engage their pupils in extra-curricular activity and volunteering within their local community.

The staff and pupils at Reinwood Junior School uphold this requirement and act accordingly.

Collated by Mrs E Eastwood.

Version History

Version	Date	Change	Author	Approved
1	November 2012	New	Mrs E Eastwood	
2	Spring 2013	Updated	Mrs E Eastwood	Spring 2013
3	September 2015	Updated	Mrs E Eastwood	Sept 2015

Signed

Equality Objectives

Objective 1: Equity and excellence:

The school will:

- Monitor and evaluate attainment and progress of all pupils with specific reference to groups with different characteristics. These will include gender, ethnicity, first language, special educational needs, FSM eligibility, PP.
- Prepare, implement and evaluate a pupil premium strategy to remove any potential barriers to participation or success related to disadvantage.

Objective 2: Participation and engagement:

The school will:

- Monitor participation in extracurricular activities and report to governors.
- Consider ways to increase participation if any group is under represented as identified by monitoring.
- Monitor attendance patterns and report to governors.

Objective 3: Policies:

The school will:

- Conduct equality impact assessments for any new or substantially amended policies.

Objective 4: Personnel:

The school will:

- Ensure all vacancies are filled using the principles of equal opportunities and safer recruitment, including at least one member of each panel with relevant training.
- Monitor applications and appointments, and produce an annual summary for governors.

Equality Impact Assessment

School	
Date	
Lead member of staff	
Other involved staff/role	

Proposed Plan

Background/ how this proposal has come about

Reason for proposal – to introduce new practice/provision
to change or reduce practice/provision
to remove practice/provision

Main stakeholders

Any legislation or guidance that informs the proposals

Is the proposal likely to have an adverse impact on compliance with the Equality Duty?

Eliminating unlawful discrimination, harassment and victimisation **Y/N**

Promoting equality of opportunity **Y/N**

Fostering good relations **Y/N**

Please explain

Consultation Process

With whom do you plan to consult?

How?

Where is the evidence of the consultation?

--

Potential Issues

Characteristic	Impact of proposal (specify if impact is to pupil, parent/carer, staff, governor, other)	Positive Negative Neutral	Can barrier be removed? Y/N
Disability			
Race			
Sex			
Gender reassignment			
Pregnancy, maternity			
Religion/belief			
Sexual orientation			
Marriage, civil partnership			
Age			

Explain in more detail

--

