Mayfield Primary School

Single Equality Scheme

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Mayfield Primary School

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Part 1

The **Equality Act 2010** replaced all previous equality legislation such as the Race Relations Act, Disability Discrimination Act and Sex Discrimination Act. The Equality Act 2010 provides a single, consolidated source of discrimination law, covering all the types of discrimination that are unlawful. It simplifies the law by removing anomalies and inconsistencies that had developed over time in the existing legislation, and it extends the protection from discrimination in certain areas. It ensures protection from discrimination, harassment and victimisation on the grounds of specific characteristics (referred to as protected characteristics).

**Protected Characteristics**

It is unlawful for a school to discriminate against a pupil or prospective pupil by treating them less favourably because of their:

- sex (gender),
- race,
- disability,
- religion or belief,
- sexual orientation, gender reassignment, or pregnancy or maternity.

The Act makes it unlawful for the responsible body of a school to discriminate against, harass or victimise a pupil or potential pupil:

- in relation to admissions,
- in the way it provides education for pupils,
- in the way it provides pupils access to any benefit, facility or service, or by excluding a pupil or subjecting them to any other detriment.

The **Public Sector Equality Duty** or ‘general duty’ requires all public organisations, including schools to:

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

The specific duties regulations require schools:

(a) to publish information to demonstrate how they are complying with the Public Sector Equality Duty and
Part 2

Mission Statement: Learn from yesterday, Live for today, Hope for tomorrow.

The Care Guidance and Support of Pupils at Mayfield School was graded ‘Outstanding’ by OFSTED both in May 2006 and March 2009.

The 2013 Ofsted report noted that, ‘There is a very purposeful, peaceful atmosphere where pupils’ respect each other and adults.’

‘The welfare, safety and happiness of each individual pupil are at the heart of all the school does. Staff know the pupils well, and are trusted by them. Pupils insist that there is always someone they can talk to in times of trouble or distress. Parents recognise this and the comment, ‘teachers make every effort to get to know the children and support them academically and socially’, is typical of their opinions of the school. The school has very close and effective links with a range of professional and other agencies, which support these efforts when necessary.’ (Ofsted, March 2009)

In the past few years, the school has already taken several steps to ensure inclusion and equality for the ‘school community’.
This includes:
- black out blinds in classrooms and the hall,
- addition of two adult disabled toilets,
- new car park with four disabled parking bays,
- changing facilities available for pupils when necessary,
- training alongside the PiP (pupil intervention project) team to develop staff skills,
- dropped kerbs and ramp access to the building,
- SEAL, circle time and emotional literacy interventions used to develop pupils’ social and emotional skills,
- Involvement within the AfA project (Quality Mark received Nov 2011), enabling to school liaise closely with parents and carers to support their child’s development.
- the introduction of an ‘induction loop system’ for those with HI wearing hearing aids.

Part 3

The Mayfield ‘Single Equality Scheme’ provides a framework for our school to promote equality, inclusion and good relations between all pupils, staff, parents, governors and
visitors. It aims to protect all of our ‘school community’ from **discrimination**, **harassment** or **victimisation**.

This scheme has been created in consultation with staff, pupils, parents and the wider school community.

The objectives of our **Single Equality Scheme** are:

- to ensure that all pupils have equal access to an appropriate, board, balanced, relevant and differentiated curriculum.
- to promote equality of opportunity by ensuring that teaching and learning promote equality, celebrate diversity and promote community cohesion by fostering good relations both within the school and the wider community.
- to investigate any form of discrimination, harassment or victimisation by or to any pupil or member of staff at Mayfield Primary School.
- to ensure that no one is unfairly or illegally discriminated against as a consequence of any of their protected characteristics.
- to ensure that all pupils and members of staff are fully involved in this policy and provision made by the school and that the management accepts full responsibility for regular review and transparency.
- to identify training requirements in this very important area and allocate school budget funding.

Alongside this ‘Single Equality Scheme’ will be our **Action Plan.** This document will outline the steps we are taking in order to ensure that all seven equality strands are being addressed and that school is protecting the entire school community from discrimination, harassment and victimisation.

This Action Plan will be reviewed each year and the objectives / targets amended and updated every 3 years.

Alongside this will be the ‘School Accessibility Plan’ which will also be updated every three years.

Whilst using this Single Equality Scheme, it should be remembered that school sets out its duties on a range of issues in our other policies, such as:

- home-school agreement,
- health and safety,
- anti-bullying and
- special educational needs and disabilities (SEND).

**Part 4**

**4.1 Sex / Gender**

The Sex Discrimination Act (1975) and the Equality Act (2006) placed a positive duty on us not to treat anyone unfairly because of their gender.
This means we will eliminate discrimination and promote equality of opportunity between girls and boys, men and women. We will ensure that the needs of both sexes and transgender people are taken into account in our services and employment. We follow the LEA guidance when employing staff.

What we have already achieved:

- the school benefits from having an excellent balance of male and female staff, employing four male teachers, three male sports coaches and a male music teacher.
- the school ensures that pupils of both sexes are provided with opportunities to access extra-curricular activities. This includes single sex and mixed competitions.

4.2 Race

The definition of race includes colour, nationality and ethnic or national origins.

The Race Relations Act (1976) and the Race Relations (Amendment) Act (2000) required schools to take appropriate steps to promote race equality, eliminate unlawful race discrimination and promote good race relations.

What we have already achieved:

- the school holds regular ‘International Weeks’ where pupils learn about the cultures of other countries. This includes Pakistani cooking, led by one of our own Teaching Assistants.
- the school took part in the ‘Connecting Classrooms’ project organised by the British Council. This gave us a link with schools in Pakistan, which has included three visits from their staff.
- school employ a teaching assistant who speaks Urdu and can support families for whom English is a second or additional language.
- PSHCE, circle time and SEAL activities are taught throughout school to develop pupils’ understanding, awareness and tolerance of the background and cultures of others.
- racist incidents are recorded weekly, in line with the LEA guidance.

4.3 Disability

See part 5.
4.4 Religion or Belief

The Equality Act defines ‘religion’ as being any religion, and ‘belief’ as any religious or philosophical belief. A lack of religion or a lack of belief are also protected characteristics. The concepts of religion and belief must be construed in accordance with Article 9 of the European Convention on Human Rights and with existing case law.

The Equality Act makes it clear that unlawful religious discrimination can include discrimination against another person of the same religion or belief as the discriminator.

What we have already achieved:

- the school holds regular ‘International Weeks’ where pupils learn about the cultures of other countries. This includes Pakistani cooking, led by one of our own Teaching Assistants.
- the school took part in the ‘Connecting Classrooms’ project organised by the British Council. This gave us a link with schools in Pakistan, which has included three visits from their staff.
- PSHCE, circle time and SEAL activities are taught throughout school to develop pupils’ understanding, awareness and tolerance of the background and cultures of others.

4.5 Sexual Orientation

This protected characteristic covers all gay, lesbian or bi-sexual pupils, or the children of gay, lesbian or bi-sexual parents, to ensure that they are not discriminated against, harassed or victimised because of their sexual orientation.

What we have already achieved:

- Mayfield ensures that no child, parent, visitor or member of the community is discriminated against due to the sexual orientation of themselves, their parents, carers or other family member or associate.

4.6 Gender Reassignment

Gender reassignment is defined in the Equality Act as applying to anyone who is undergoing, has undergone or is proposing to undergo a process (or part of a process) of reassigning their sex by changing physiological or other attributes. This definition means that in order to be protected under the Act, a pupil will not necessarily have to be undertaking a medical procedure to change their sex but must be taking steps to live in the opposite gender, or proposing to do so.
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Protection from discrimination because of gender reassignment in schools is new for pupils in the Equality Act, although school staff are already protected.

The protection against discrimination because of gender reassignment now matches the protection because of sexual orientation in schools. That is protection from direct and indirect discrimination and victimisation, which includes discrimination based on perception and on association.

What we have already achieved:

☐ Mayfield ensures that no child, parent, visitor or member of the community is discriminated against due to gender reassignment of themselves, their parents, carers or other family member or associate.

4.7 Pregnancy or Maternity

Local Authorities have a duty under the Education Act 1996 to provide suitable education for all pupils for whom they are responsible including pupils of compulsory school age who become parents. ‘Suitable education’ must meet the needs of the pupil and should take account of their age, ability, aptitude and individual needs including any special educational needs they may have.

What we have already achieved:

☐ Mayfield follows all LEA guidance when dealing with the pregnancy and maternity rights of its staff.
**Part 5: Disability and Reasonable Adjustments**

The Act defines disability as when a person has a ‘physical or mental impairment which has a substantial and long term adverse effect on that person’s ability to carry out normal day to day activities.’ Some specified medical conditions, HIV, multiple sclerosis and cancer are all considered as disabilities, regardless of their effect. Long term is defined as lasting, or likely to last, for at least 12 months.

The disability provisions in this Act are different from those for other protected characteristics in a number of ways. The overriding principle of equality legislation is generally one of equal treatment. However, the provisions relating to disability discrimination are different in that you may, and often must, treat a disabled person more favourably than a person who is not disabled and may have to make changes to your practices to ensure, as far as is reasonably possible, that a disabled person can benefit from what you offer to the same extent that a person without that disability can. So in a school setting you may be required to treat disabled pupils differently. Discrimination is also defined rather differently in relation to disability.

The disability provisions in the Equality Act mainly replicate those in the former Disability Discrimination Act (DDA). There are some minor differences as follows:

Failure to make a reasonable adjustment can no longer be defended as justified. The fact that it must be reasonable provides the necessary test. Direct discrimination against a disabled person can no longer be defended as justified – bringing it into line with the definition of direct discrimination generally. Schools and local authorities will (when provisions are implemented) be under a duty to supply auxiliary aids and services as reasonable adjustments where these are not being supplied through Special Educational Needs (SEN) statements.

**Unlawful Behaviour With Regard To Disabled Pupils**

Mayfield will ensure that no person is subjected to direct discrimination, indirect discrimination, discrimination arising from their disability or harassment due to their disability.

**Reasonable Adjustments**

The duty to make reasonable adjustments applies only to disabled people. For schools the duty is summarised as follows: Where something a school does places a disabled pupil at a disadvantage compared to other pupils then the school must take reasonable steps to try and avoid that disadvantage.

**Schools will not be expected to make adjustments that are not reasonable.**
In addition to having a duty to consider reasonable adjustments for particular individual disabled pupils, schools will also have to consider potential adjustments which may be needed for disabled pupils generally as it is likely that any school will have a disabled pupil at some point. However, schools are not obliged to anticipate and make adjustments for every imaginable disability and need only consider general reasonable adjustments - e.g. being prepared to produce large font papers for pupils with a visual impairment even though there are no such pupils currently admitted to the school. Such a strategic and wider view of the school’s approach to planning for disabled pupils will also link closely with its planning duties (covered in 4.21).

Schools generally will try to ensure that disabled pupils can play as full a part as possible in school life and the reasonable adjustments duty will help support that. However, there will be times when adjustments cannot be made because to do so would have a detrimental effect on other pupils and would therefore not be reasonable.

The reasonable adjustments duties on schools are intended to complement the accessibility planning duties and the existing SEN statement provisions which are part of education legislation.

**Schools’ Duties Around Accessibility for Disabled Pupils**

Schools and LAs need to carry out accessibility planning for disabled pupils. These are the same duties as previously existed under the DDA and have been replicated in the Equality Act 2010.

Schools must implement accessibility plans which are aimed at:

- increasing the extent to which disabled pupils can participate in the curriculum;
- improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided; and improving the availability of accessible information to disabled pupils.

The Mayfield ‘Accessibility Plan’ is a separate document which should be viewed alongside this scheme. It is updated and amended every 3 years (most recently in September 2012).


In addition to this, school have produced their ‘SEN Information Report’, outlining the support and provision available to children and families with SEN and disabilities.
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All of these documents are available in the SEN section of the school website or paper copies can be obtained from the school office.

Part 6: Curriculum

The school’s ‘Teaching and Learning’ policy outlines the rich and varied curriculum which the children will access throughout their time at Mayfield. This includes regular opportunities for pupils to learn about many of the characteristics identified within this scheme, such as; race, religion and disability.

The school’s most recent Ofsted inspection (July 2013) identified that, ‘The school’s curriculum is an outstanding feature and ensures all pupils make good progress because it caters well for their individual needs. There is a range of creative and imaginative topics and subjects on offer across the school. During the inspection, pupils expressed their enthusiasm about the many interesting visits, theatrical, musical and sporting opportunities that the school provides for them. These, together with assemblies and after school clubs are carefully planned so that pupils’ social, moral, spiritual and cultural development is at the forefront of the school’s work.’

Part 7: Admissions and Exclusions

The School Prospectus outlines the admission policies for Mayfield. School follows the LEA Co-ordinated Admissions policy.

In the case of oversubscription, places are allocated on the following criteria:
  • SEN,
  • Children with siblings, □ Distance to school.

Nursery Class: Children are admitted into the Nursery class in the September following their third birthday. There are 30 places available and subsequent requests will be added to the waiting list. Our Nursery currently offers part-time, morning places. We liaise closely with the ‘Peter Pan Playgroup’ so that parents can access afternoon, paid provision.

Reception Class: Children are admitted to the Reception class in the September following their fourth birthday. Parents receive the LEA booklet to enable them to register for as place in the Reception class. The LEA sends parents the offer of a school place in March / April.

Transfer Requests: Since September 2010, there has been a legal requirement for all LAs to coordinate all mid-year transfers between primary schools. Any requests for admissions to Mayfield will need to be requested via: Access Service, Level 6, Civic Centre, West Street, Oldham, OL1 1XJ. Tel: 0161 770 3160.

At Mayfield we have found that the academic achievement of all children is best in a calm atmosphere where expectations about behaviour are clear and fair. We know
that the children enjoy the rewards they receive and this has a very positive effect on their education. We are constantly reminding children of our expectations and encourage children to make the right choice. We know how important it is that children make good decisions and learn to be independent. We also encourage children to help each other behave in a sensible and thoughtful manner. Please support these principles by encouraging your children to take appropriate responsibility and learn to become increasingly independent.

There may be times when children need special support to overcome behaviour which is increasingly unacceptable. For this reason you may be contacted directly and asked to meet with class teachers or headteacher to improve the situation.

In a small number of cases unacceptable behaviour will result in formal exclusion from school and in very extreme cases permanent exclusion. However this will not happen if children learn to follow appropriate rules and make sensible choices about how to behave.

**Part 8: Safeguarding and Bullying**

The school's ‘Safeguarding’ and ‘Anti-bullying Policies’ highlight our commitment to deal with all incidents of bullying (including cyber-bullying) in a quick and effective manner. This relates to all pupils, including those with protected characteristics.

**Part 9: Monitoring and Evaluating the ‘Single Equality Scheme’ and ‘Action Plan’**

We will monitor and evaluate the implementation of our ‘Single Equality Scheme’ and ‘Action Plan’ annually. Both will be regularly discussed with governors and our School Improvement Partner.

Both documents are available on our school website, for parents and members of the wider school and local community to read and provide school with feedback and recommendations on their usefulness and success.

The ‘Single Equality Scheme’ and the ‘Action Plan’ will be formally reviewed, evaluated and revised every three years by members of the SLT. This process will again, seek the views of staff, pupils, parents / carers, governors and members of the school and local community.

**Part 10: Roles and Responsibilities**

- The Local Committee will ensure that the school complies with statutory requirements in respect of this policy. James Larkin, Chair of Governors, has a watching brief over the implementation of this policy.
The headteacher is responsible for the implementation of this policy, and will ensure that staff are aware of their responsibilities, that they are given necessary training and support, and seeing that appropriate action is taken in any cases of unlawful discrimination.

Mr M Couper-Barton, Head Teacher, has day-to-day responsibility for coordinating the implementation of this policy.

All staff are expected to promote an inclusive and collaborative ethos in the school, report any prejudice-related incidents, identify and challenge bias and stereotyping and ensure support for children for whom English is an additional language.