

# Hutton Cranswick CP School



## Single Equality Policy

**Date Completed: January 2019**

**Review Date: January 2020**

## Introduction

On 1 October 2010, the Equality Act 2010 replaced all existing equality legislation such as the Race Relations Act, Disability Discrimination Act and Sex Discrimination Act. It has consolidated this legislation, simplified it and extended protection from discrimination. It is unlawful for Hutton Cranswick Community Primary School to discriminate against a person by treating them less favourably because of their:

- Age
- Disability
- Gender
- Gender reassignment
- Race
- Religion, faith or belief including lack of belief
- Sexual orientation
- Marriage and civil partnership
- Pregnancy and maternity

The Public Sector Equality Duty (PSED) as part of the Equality Act came into force on 6 April 2011. It requires all public bodies when carrying out their day to day work to have due regard to the need to:

- **Eliminate discrimination and other conduct that is prohibited by the Act**
- **Advance equality of opportunity between people who share a protected characteristic and people who do not share it**
- **Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it**

Having due regard for advancing equality involves:

- Removing or minimising disadvantages suffered by people due to their protected characteristics
- Taking steps to meet the needs of people from protected groups where these are different from the needs of other people
- Encouraging people from protected groups to participate in public life or in other activities where their participation is disproportionately low.

## **Statutory Requirements: The Specific Duties**

The specific duties require us to:

- Publish information to show compliance with the Equality Duty, at least annually; and
- Set and publish equality objectives, at least every four years
- All information must be published in a way which makes it easy for people to access and understand.

## **Publishing Information**

Public bodies such as Hutton Cranswick C P School must publish information to show that they consciously thought about the three aims of the Equality Duty as part of the process of decision-making. The information published must include:

- Information relating to people who are affected by the school's policies and practices who share protected characteristics

## Setting Equality Objectives

As part of the Equality Act 2010 equality objectives have been set by taking into account evidence of equality issues across all our functions; consideration of issues affecting people sharing each of the protected characteristics; and we have thought about each of the three aims of the Equality Duty. The number of objectives we have set are proportionate to the school size; the extent to what we do affects equality; and the evidence that such objectives were needed.

The Equality objectives are specific and set out how progress will be measured.

## Definitions

**Protected Characteristics** - It is unlawful for us to discriminate against a pupil, prospective pupil, parent, member of staff by treating them less favourably because of their

- Age
- Disability
- Gender
- Gender reassignment
- Race
- Religion, faith or belief including lack of belief
- Sexual orientation
- Marriage and civil partnership
- Pregnancy and maternity

This includes:

- Admissions
- The way education is provided to pupils
- The way pupils are able to access any benefit, facility or service
- Excluding a pupil or subjecting them to any other detriment

However although a person's age is a protected characteristic in relation to employment and to the provision of goods and services this does not apply to pupils and we are able to admit and organise children in age groups and treat pupils in ways appropriate to their age and stage of development

**Direct discrimination** occurs when one person treats another less favourably, because of a protected characteristic, than they treat – or would treat – other people. This describes the most clear-cut and obvious examples of discrimination.

**Indirect discrimination** occurs when a "provision, criterion or practice" is applied generally but has the effect of putting people with a particular characteristic at a disadvantage when compared to people without that characteristic.

**Harassment** has a specific legal definition in the Act - it is "unwanted conduct, related to a relevant protected characteristic, which has the purpose or effect of violating a person's dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for that person".

**Victimisation** occurs when a person is treated less favourably than they otherwise would have been because of something they have done (“a protected act”) in connection with the Act.

**Discrimination by association** a person will not be discriminated against because they are associated with another person with a protected characteristic

**Perception** whether a person has a protected characteristic or it would be discrimination to treat that person differently because it is thought that they have a protected characteristic

**Disability Special Provision** we will treat disabled pupils more favourably by making reasonable adjustments to put them on a more level footing with pupils without disabilities either by reasonable practices or auxiliary aids and services. This will be complemented by our Accessibility Plans.

**Accessibility Plans** are implemented to ensure that

- the extent to which disabled pupils can participate in the curriculum is increased
- the physical environment of the school is improved to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- the availability of accessible information to disabled pupils is improved

**Parents** - Any reference to a parent in this policy is a wide reference (as in education law generally) not only to a pupil’s birth parents but to adoptive, step and foster parents, or other persons who have parental responsibility for, or who have care of, a pupil.

**Staff** includes teaching and non-teaching staff

### **Responsibilities**

The Governing Body is responsible for ensuring compliance with the Public Sector Equality Duty and Specific Duties as stated above. The lead Governor for this is: Mr Ray Sharpe, Chair of Governors.

The head teacher is responsible for:

- Providing accurate and appropriate information to the Governing body to enable them to publish and demonstrate compliance with the Public Sector Equality Duty
- Making sure that steps are taken to address the school’s stated equality objectives
- Making sure that equality and access plans are readily available and that the Governors, staff, pupils, parents and guardians know about them
- Providing regular information for staff and Governors about progress against stated equality objectives
- Making sure that all staff understand their responsibilities under the Public Sector Equality Duty and receive training and support to carry these out
- Ensuring that all policies and strategies when being developed, implemented and reviewed do not create inequality and have a positive impact by reducing and removing inequalities and barriers that may already exist.
- Taking appropriate action in cases of discrimination, harassment and victimisation

All staff are responsible for:

- Eliminating discrimination and other conduct that is prohibited by the Act
- Advancing equality of opportunity between people who share a protected characteristic and people who do not share it
- Fostering good relations across all characteristics – between people who share a protected characteristic and people who do not share it

Visitors and contractors are responsible for following the Corporate Equality Policy.

### **Equality Objectives**

The following Equality Objectives were decided upon from the analysis of information.

1. Ensure all staff and governors are aware of their responsibilities under the Equality Act.
2. Prepare the school community for living in a diverse cultural world.

The action plan for each objective can be found in Appendix 1 of this Policy.

### **Monitoring and Evaluating**

The Equality Objectives progress will each be reviewed regularly in accordance with the individual action plan for each objective. New objectives will be set and published at least every four years

### **Publishing**

In order to ensure that our equality information and objectives are easily accessible we will:

- Publish the information on the our website [www.huttoncranswickschool.co.uk](http://www.huttoncranswickschool.co.uk)
- Publish the information through the school newsletter / other communications
- Highlight the information in our staff meetings
- Ensure a translation is available for those people whose English is not their first language, as and when required.

### **References**

Equal Human Rights Commission, *The Essential Guide to the Public Sector Equality Duty*, 2011

GEO, *Equality Act 2010: Specific Duties to Support the Equality Duty. What do I need to know? A Quick Start Guide for Public Sector Organisations*, 2011, p6)

Department of Education, *Equality Act 2010, Advice for School Leaders, School Staff, Governing Bodies and Local Authorities*, September 2012,

## Appendix 1

### Hutton Cranswick Community Primary School

#### Equality Action Plan

##### Equality Objective 1 - Ensure all staff and governors are aware of their responsibilities under the Equality Act.

<b>Strategy</b>	<b>Success Criteria</b>	<b>Timescale</b>	<b>Responsibility</b>	<b>Review</b>
Organise training for senior leadership team and governors.	Policies and procedures will not, even inadvertently, disadvantage groups with protected characteristics.	By January 2020	Head	
Communicate the school's equality duty by disseminating the Equality policy and plan to all staff.	All staff aware of their duties under the Equality Act.	Ongoing. Raise in staff meetings at least twice per year.	Head SLT	
Communicate the Equality Policy, Action Plan and Access Plan to the wider community	Documents available to all interested parties via school website.	Ongoing	Head SLT	
Ensure the school environment is as accessible as possible to all pupils, staff and visitors to the school by completing an accessibility audit and acting on the findings where reasonable.	Access audit complete and working towards any identified areas for improvement.	By July 2019	Head SBM	
To monitor bullying and harassment of pupils and staff by race, disability and gender, and is this information used to make a difference to the experience of other pupils.	All staff monitoring and reporting incidents using recording system CPOMS. Increased tolerance and a reduction in instances of bullying and harassment.	Ongoing. Head reports to governors on a termly basis.	Head All staff	

**Equality Objective 2 - Prepare the school community for living in a diverse cultural world.**

**Improve knowledge, skills and attitudes to enable pupils to appreciate and value diversity and understanding of different faith communities**

<b>Strategy</b>	<b>Success Criteria</b>	<b>Timescale</b>	<b>Responsibility</b>	<b>Review</b>
Assemblies are used to raise awareness of a range of faith communities and to promote tolerance for them (British Values)	The assembly theme rota will reflect a wide range of different faiths being explored.	Ongoing / termly	Head Deputy Head All staff	
The RE curriculum reflects a strong commitment to widening knowledge, skills and attitudes about faith communities. Yearly cycle in place to ensure in depth study of each religion.	Book scrutiny will show a wide range of curriculum related activities that explore different faiths in depth. Pupil response will be evident from written and verbal feedback. FLiC assessments will evidence at least 80% of pupils at expected or above expected attainment. Pupil voice questionnaires indicate a rise in pupil knowledge about different faiths over one year. Drop ins will evidence quality first teaching in the RE curriculum.	Ongoing / termly	Humanities Team and link governors. Head Deputy Head All staff	
Visitors from faith communities are invited to work with classes and groups on values and similarities between each faith as well as differences.	Book scrutiny, pupil response, pupil voice, FLiC assessment, drop in outcomes will demonstrate pupils rise in knowledge and understanding of different faiths over one year.	At least yearly - linked to the current religion being taught.	Humanities Team.	
Enrichment trips to a variety of faith communities/ places of worship.	Book scrutiny, pupil response, pupil voice, FLiC assessment, drop in outcomes will demonstrate pupils rise in knowledge and understanding of different faiths over one year.	At least yearly visits linked to the current religion being taught.	Humanities Team.	
School displays to promote valuing and tolerance of diversity.	The school environment will reflect positive attitudes to diversity, tolerance and faith by thoughtful displays that will have an element of interactivity or reflection.	July 2019	SLT Humanities Team	