



Cape Primary School

Single Equalities Policy

Approved by: Full Governors

Date: 11/07/23

Last reviewed on: 16/07/24

Next review due by: 16/07/25

Monitor and Review

Our Equalities policy is reviewed annually and every three years, we will review our objectives in relation to any changes in our school profile within our accessibility plan. Our objectives will sit in our overall school improvement plan and therefore will be reviewed as part of this process.

Date Approved by the Governing Body **Summer Term 2024**

Date to be reviewed by the Governing Body **Summer Term 2027**

Cape Primary School understands "equal opportunities" to describe an environment in which no child or adult is prevented from taking a full part in the life of the school as a result of:

- age
- disability
- gender reassignment
- race (including ethnic or national origins, colour or nationality)
- religion or belief (including lack of belief)
- sex
- sexual orientation.

At our school, we benefit from the diversity of experience that our pupils bring. We welcome differences and celebrate culture, respecting the needs of the individual, the group and the school community as a whole. We seek to share the different cultures represented here to inform and enrich.

Legal Duties

Our overall aim is to create an equal opportunities community in which all adults and young people feel valued, thrive and achieve their potential. We fully support the single public sector equality duty and the specific duties on public bodies introduced by the Equality Act 2010.

In carrying out our core purpose to educate our pupils, we will actively seek opportunities to:

- eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act
- advance equality of opportunity between people who share a protected characteristic and those that do not
- foster good relations between people who share a protected characteristic and those that do not.

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities. Under the Special Educational Needs and Disability (SEND) Code of Practice, 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer. Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example,

the provision of an auxiliary aid or adjustments to premises. Guidance can be found What equality law means for you as an education provider: schools | Equality and Human Rights Commission (equalityhumanrights.com)

We understand the principal of the act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity.

A protected characteristic under the act covers the groups listed below:

- age (for employees only),
- disability
- race (includes ethnic or national origins, colour or nationality)
- gender (including issues of transgender)
- gender reassignment
- maternity and pregnancy
- religion and/or belief (includes lack of belief)
- sexual orientation
- sex
- marriage and Civil Partnership (for employees)

In order to meet our general duties, listed above, the law requires us to do some specific duties to demonstrate how we meet the general duties. These are to:

- Publish equality Information – to demonstrate compliance with the general duty across its functions
We will not publish any information that can specifically identify any child
- Prepare and publish equality objectives

To do this we will collect data related to the protected characteristics above and analyse this data to determine our focus for our equality objectives. The data will be assessed across our core provisions as a school. This will include the following functions:

- Admissions
- Attendance
- Attainment
- Exclusions
- Prejudice related incidents

Our objectives will detail how we will ensure equality is applied to the services listed above however where we find evidence that other functions have a significant impact on any particular group we will include work in this area.

We also welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.

We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

The guiding principles of our equality policy are that:

- all learners are of equal value
- similarities and differences are recognised, respected and celebrated
- we foster positive relationships and a shared sense of cohesion and belonging
- we treat all candidates and staff equally in recruitment, retention and development
- we work to reduce and remove inequalities and barriers that already exist
- we consult and involve others in the development of our policies and educational provision
- we actively address prejudice
- we continually improve our practices by annually formulating and implementing equality objectives.

Our ethos/mission statement

We will work in partnership to create a happy and safe environment where everyone is valued; achieving excellence, challenging and encouraging each other, inspiring achievement and celebrating success.

Addressing Prejudice Related Incidents

This school is opposed to all forms of prejudice and we recognise that children and young people who experience any form of prejudice related discrimination may fair less well in the education system. We provide both our pupils and staff with an awareness of the impact of prejudice in order to prevent any incidents. If incidents still occur we address them immediately and report them to the local authority using their guidance material. The local authority may provide some support.

Responsibility

We believe that promoting Equality is the whole schools responsibility:

| School Community | Responsibility |
|-------------------------|--|
| Governing body | <p>The governing body/trustees/proprietors (as appropriate) is/are responsible for ensuring that the school complies with legislation and that this policy and its related procedures and action plans are implemented. This includes:</p> <ul style="list-style-type: none"> • ensuring that the school meets the public sector equality duty • ensuring arrangements are in place to support pupils with medical conditions • making reasonable adjustments to the premises or employment arrangements if needed • planning to increase over time the accessibility of the school to pupils with disabilities • giving due regard to its own membership and the recruitment of new governors • publishing the results of its annual monitoring • setting equality objectives • managing the school's finances to ensure that resources can be devoted to any special arrangements needed for pupils or staff |

| School Community | Responsibility |
|---------------------------------------|--|
| | <ul style="list-style-type: none"> publishing equality and accessibility information on the website (maintained schools). |
| Head teacher & Senior Leadership Team | <p>The Head and senior leadership team (SLT) are responsible for:</p> <ul style="list-style-type: none"> formulating and implementing this policy ensuring that all staff are aware of their responsibilities and are given appropriate training and support taking appropriate action in any cases of unlawful discrimination or practices ensuring the place of equal opportunities within the school improvement plan co-ordinating the curriculum in conjunction with subject leaders to ensure equality of opportunity is represented in all subjects ensuring that equal opportunities is covered within all subject policies and plans providing the opportunity for resources to be ordered to support this policy monitoring performance by groups of pupils and individuals. Promoting key messages to staff, parents and pupils about equality and what is expected of them and can be expected from the school in carrying out its day to day duties. Ensure that staff have appropriate skills to deliver equality, including pupil awareness. Ensure that all staff are aware of their responsibility to record and report prejudice related incidents. |
| All staff | <p>All staff are expected to:</p> <ul style="list-style-type: none"> understand and support the aims of this policy, the requirements of the Equality Act 2010 and our guiding principles uphold public trust and maintain high standards of ethics and behaviour by: <ul style="list-style-type: none"> treating all pupils and adults with dignity and building relationships rooted in mutual respect showing tolerance of, and respect for, the rights of others not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs ensuring that personal beliefs are not expressed in ways that might foster prejudice and hatred promoting equality and inclusion in the classroom, amongst pupils, colleagues and with visitors to the school dealing with any prejudice-related incidents that occur providing and analysing quantitative and qualitative data that supports better understanding of protected characteristic groups attending appropriate training to keep up-to-date with equality issues. Help in delivering the right outcomes for pupils. Uphold the commitment made to pupils and parents/carers on how they can be expected to be treated. Design and deliver an inclusive curriculum |

| School Community | Responsibility |
|-------------------------|---|
| | <ul style="list-style-type: none"> Ensure that you are aware of your responsibility to record and report prejudice related incidents. |
| Parents | <p>Take an active part in identifying barriers for the school community and in informing the governing body of actions that can be taken to eradicate these</p> <p>Take an active role in supporting and challenging the school to achieve the commitment given to the school community in tackling inequality and achieving equality of opportunity for all.</p> |
| Pupils | <p>Supporting the school to achieve the commitment made to tackling inequality.</p> <p>Uphold the commitment made by the head teacher on how pupils and parents/carers, staff and the wider school community can be expected to be treated.</p> |
| Local community members | <p>Take an active part in identifying barriers for the school community and in informing the governing body of actions that can be taken to eradicate these</p> <p>Take an active role in supporting and challenging the school to achieve the commitment made to the school community in tackling inequality and achieving equality of opportunity for all.</p> |

We will ensure that the whole school community is aware of the Single Equality Policy and our published equality information and equality objectives by publishing them on *the school website under the Governors' section and Key Information pages.*

Teaching and Learning Strategies

All pupils learn differently because of their ages and stages of development, their prior learning, aptitudes and talents and preferred learning styles. It is integral to the professional role that teachers use a range of teaching and learning strategies to engage and challenge all pupils. Nevertheless, in some individual circumstances, such as where a pupil has a disability, access to learning requires some compensatory features such as specialised resources.

Success Criteria

The long-term success criteria are that on leaving school:

- all pupils will have made at least expected progress as defined by the Department for Education (or the individual targets set by the school)
- all groups of pupils make good and better progress so that there are no attainment gaps
- pupils have a good understanding of the different communities within our country and global society and are prepared for their next stage of life
- pupils have a firm set of values that are based on appreciation of, and respect for, others.
- The medium-term success criteria are that:
 - the school implements equality objectives successfully
 - the learning environment informs and celebrates similarities and differences
 - incidents of bullying and harassment are low and are dealt with swiftly and effectively.
- The ongoing (day-to-day) success criterion is that:
 - the school is a happy and cohesive community.

Monitoring and Evaluation

- Monitoring and evaluation takes the form of:
- scrutiny of planning and pupils' work
- observations as pupils arrive at school and in shared areas throughout the day
- observations of the progress of all pupils during lessons
- surveys and formal and informal discussions with pupils
- surveys and discussions with staff
- surveys and discussions with parents and carers
- analysis of data.

Complaints

Complaints with regard to this policy will be dealt with via the schools complaints procedure, a copy of which is available from the school office.

Further guidance for parents and carers and school governors on the Equality Act 2010 can be found on Sandwell Equality Virtual Office:

<http://www.lea.sandwell.gov.uk/members/bulletin/virtual-offices/equality/index.html>

Change Log Equality Policy:

| Date | By Who | Comments |
|-----------|---------|-------------------------|
| July 2023 | S Baker | Annual review of policy |
| July 2024 | S Baker | Annual review of policy |
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