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Tuel Lane Infant School
Diversity and Equalities Policy
January 2017

Review Date: Spring 2018

Equality Information & Objectives

1. Aims

We will:-

- ensure quality of opportunity
- respect and value diversity

Our children deserve an equal opportunity to succeed. We have a duty to ensure they receive this opportunity. We also have a duty to teach, in an age-appropriate way, that we believe discrimination against any of the 9 protected characteristics is wrong and has no place in the 21st century. These are:

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

This policy also reflects a national and local agenda of social inclusion. Calderdale has been active as a local authority in promoting inclusive practice for many years. It also reflects our vision of the school as we would like it to be.

We aim to have a school in which every person feels valued, welcomed and supported. All our policies will reflect the thread of diversity, equality and inclusion. We aim for all members of our school community to participate in building a happy, safe and caring environment where all children will achieve their potential. We aim to educate, develop and prepare all our children, whatever their race, religion, gender, sexuality, age, ability or disability for life in culturally diverse Britain, promoting good relations between different groups.

Discrimination on the grounds of race, religion, sexuality, age, ability or disability is unacceptable in our school and we will always tackle discrimination. We are committed to equality of opportunity, inclusion for all and the celebration of difference and diversity. We see inclusion as a process whereby staff, work with children and their families and increasingly in partnership with the wider community to plan and deliver high quality education, recognising the range of strengths and needs, whilst anticipating possible barriers to learning in an atmosphere that promotes individual wellbeing, collective responsibility and mutual respect.

All children are unique in their interest, abilities, motivation and learning needs. All have rights and responsibilities. All students have an equal entitlement to a broad, balanced relevant and differentiated curriculum.

2. Equality in Practice

As well as the specific objectives set out beneath this information; the school operates equality of opportunity in its day-to-day practice in the following ways.

Teaching and Learning

We will:-

- Use contextual data to improve the ways in which we provide support to individuals and groups of students.
- Monitor achievement data by ethnicity, gender and disability and action any gaps
- Take account of the achievement of all students when planning for future learning and setting challenging targets
- Ensure equality of access for all students and prepare them for life in a diverse society
- Use materials that reflect the diversity of the 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 to appreciate their own culture and celebrate the diversity of other cultures
- Seek to involve all parents in supporting their child's education
- Encourage classroom and staffroom discussion of equality issues which reflect on social stereotypes, expectations and the impact on learning.

Admissions and Exclusions

Our admissions arrangements are fair and transparent, and do not discriminate on race, gender, disability or socio-economic factors. Exclusions will always be based on the school's Behaviour Policy. We will closely monitor exclusions to avoid any potential adverse impact and ensure any discrepancies are identified and dealt with.

3. Equal opportunities for staff

This section deals with aspects of equal opportunities relating to staff at Tuel Lane Infant School. 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 law.

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 re-assignment and faith or religion are considered when appointing 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.
- Continued professional development (CPD) opportunities for all staff.
- Senior Leadership Team support to ensure equality of opportunity for all.

4. Equality and the Law

There are a number of statutory duties that must be met by every school in line with legislation from the Disability Equality Duty (2005) Equality Act (2006) and the Equality Act (2010).

Public Sector Equality Duty

Under the Equality Act 2010, it is unlawful to discriminate against a student or prospective student by treating them less favourably on the basis of a 'protected characteristic'.

The Equality Act 2010 introduced a single Public Sector Equality Duty, which applies to all schools. The school must have due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the act.

- Advance equality and opportunity between people who share a prohibited characteristic and people who do not share it.
- Foster good relationships across all characteristics, between people who share a context means that when significant decisions are being taken, thought must be given to the equality implications.

Race Equality

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

We will actively promote race equality and oppose racism in all its forms and foster positive attitudes and commitment to an education for equality.

We aim to achieve this by:

- Taking active measures to investigate, report and act upon incidents of racial abuse.
- Treating all those within the school (e.g. children, staff, governors, parents and community) as individuals with their own particular abilities, beliefs, challenges, attitudes, background and experiences.
- Creating an ethos which promotes race equality, develops understanding and challenges myths, stereotypes, misconceptions and prejudices.
- Encouraging everyone within our school community to gain a positive self-image and high self-esteem.
- Having high expectations of everyone involved with the school.
- Identifying and removing all practices, procedures and customs which are discriminatory and replacing them with practices which are fair to all.
- Promoting mutual respect and valuing each other's similarities and difference and facing equality issues openly.
- Monitoring, evaluating and reviewing all of the above to secure continuous improvement in all that we do.

Disability

This section should be read in conjunction with the school's Special Educational Needs Policy and Accessibility Plan.

The Equality Act 2010 defines a disabled person as someone who has a 'physical or mental impairment which has a substantial or long-term adverse effect on his or her ability to carry out normal day to day activities'.

People with HIV, multiple sclerosis and cancer (although not all cancers) are deemed disabled before they experience the long term and substantial adverse effect on their activities.

Section 18 has been amended so that individuals with a mental illness no longer have to demonstrate that it is 'clinically well-recognised', although the person must still demonstrate a long-term and substantial adverse impact on his/her ability to carry out normal day-to-day activities.

The Equality Act 2010 places a general duty on schools. Requiring them to have due regard for the following when carrying out and delivering services:

- Promoting equality of opportunity between disabled people and other people.
- Eliminating discrimination and harassment of disabled people that is related to their disability.
- Promoting positive attitudes towards disabled people.
- Taking steps to meet disabled people's needs, even if this requires more favourable treatment.

Under our specific duty we will:

- Prepare and publish equality information and objectives which cover the requirements for a Disability Equality Scheme identifying our disability goals and actions to meet them.
- Review and revise this Scheme every three years.

Gender Equality

The Equality Act 2010 states that schools, requiring them to have due regard for the following when carrying out and delivering services:

- Promoting equality of opportunity between disabled people and other people.
- Eliminating discrimination and harassment of disabled people that is related to their disability.

- Promoting positive attitudes towards disabled people.
- Encouraging participation in public life by disabled people.
- Taking steps to meet disabled people's needs, even if this requires more favourable treatment.

Under our specific duty we will:

- Prepare and publish equality information and objectives which cover the requirements for a Disability Equality Scheme identifying our disability equality goals and actions to meet them.
- Review and revise this scheme every three years.

Gender Equality

The Equality Act 2010 states that schools need to make sure that pupils of one sex are not singled out for different and less favourable treatment from that given to other pupils. They should check that there are no practices which could result in unfair, less favourable treatment of boys or girls.

Under our general duty we will actively seek to:

- Eliminate unlawful discrimination and harassment on grounds of sex and gender reassignment.
- Promote equality between men and women
- Promote an equality of opportunity in our curriculum

Sexual Orientation

The Equality Act 2010 states that schools need to make sure that all gay, lesbian or bi-sexual pupils, or the children of gay, lesbian or bi-sexual parents, are not singled out for different and less favourable treatment from that given to other pupils. They should check that there are no practices which could result in unfair, less favourable treatment of such pupils.

Under our general duty we will actively seek to:

- Teach about marriage in a sensitive, reasonable and respectful and balanced way.
- Teach the facts and enable pupils to develop an understanding of how the law applies to different relationships.

Community Cohesion

The Education and Inspections Act 2006 inserted a new section 21 (5) to the Education Act 2002, introducing a duty on the governing bodies of state schools to promote community cohesion. Community cohesion encompasses promoting good relations between students from different races, faiths/beliefs and socio-economic backgrounds. The duty came into force on 1st September 2007.

5. Consultation and Involvement

It is a requirement that the development of this information and the objectives within it have been informed by the input of staff, children where appropriate and parents/carers. We will achieve this by using the following to shape the information and objectives:

- Feedback from eh annual parent questionnaire and parents evenings.
- Input from staff surveys or through staff meetings/INSET.
- Feedback from PSHE lessons.
- Issues raised in annual reviews or reviews of progress on Individual Education Plans/Personalised Provision Maps, mentoring and support.
- Feedback at governing body meetings.

6. Roles and Responsibilities

The role of Governors:

- The governing body has set out its commitment to equal opportunities in this document and I will continue to do all it can ensure that the school is fully inclusive for children and responsive to their needs based on the protected characteristics.

- The governing body seeks to ensure that people are not discriminated against when applying for jobs at our school on grounds of the protected characteristics.
- The governors take all reasonable steps to ensure that the school environment gives access to people with disabilities, and also strive to make school communications as inclusive as possible for parent's, carers and students.
- The governors welcome all applications to join the school, whatever a child's socio-economic background, race, gender or disability.
- The governing body ensures that no child is discriminated against whilst in our school on account of their race, sex or disability, gender, religion and belief or the fact that they are pregnant or are undergoing gender reassignment.

The role of the Headteacher

- It is the Headteacher's role to implement the school's equality objectives and they are supported by the governing body in doing so.
- It is the Head teacher's role to ensure that staff are aware of the equality objectives, and that teachers apply these guidelines fairly in all situations.
- The Headteacher ensures that all appointment panels give due regard to the equality information and objectives, so that no-one is discriminated against when it comes to employment or training opportunities.
- The Headteacher promotes the principle of equal opportunity when developing the curriculum, and promote respect for other people and equal opportunities to participate in all aspects of school life.
- The Headteacher treats all incidents of unfair treatment and any incidents of bullying or discrimination, including racist incidents, with due seriousness.

The role of all staff (teaching and non-teaching):

- All staff will ensure that all children are treated fairly, equally and with respect, and will maintain awareness of the schools equality information and objectives.
- 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 Headteacher for behaviour and safety.
- Teachers support the work of ancillary or support staff and encourage them to intervene in a positive way against any discriminatory incidents.

7. Tackling Discrimination

Harassment or victimisation on account of any of the protected characteristics 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 student's individual circumstances.

Staff and governors should be aware of both direct and indirect discrimination and understand the differences.

Direct discrimination occurs when one person treats another less favourably because of a protected characteristic.

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.

Racist and homophobic incidents and other incidents of harassment or bullying are dealt with by the member of staff present, escalating to a class teacher/assistant headteacher/headteacher where necessary. All incidents are reported to the headteacher and racist incidents are reported to the governing body on a termly basis.

What is a discriminatory incident?

Harassment is defined in the Equality Act 2010 as 'unwanted conduct, related to a relevant protected characteristic, which has the purpose or effect of violating a person's dignity or 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 prohibited act) in connection with the Act for example, making an allegation of discrimination.

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 the school.
- Verbal abuse and 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 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 and staff how they report incidents. All staff should view dealing with incidents as vital to the well-being of the whole school.

Our procedure for responding and reporting is outlined below:

- Incident
- Challenge behaviour immediately
- Investigation
- Response to victim and family
- Response to perpetrator and family
- Incident to be fully recorded on CPOMS
- Incidents to be reported to governing body on a termly basis
- Action taken to address issue with class/school if necessary e.g. through class time/ assembly.

8. Review of Progress and Impact

We have a rolling programme for reviewing our policies and their impact. In line with legislative requirements, we will review annually.

We make regular assessment of pupil learning and use this information to track progress. As part of this process, we regularly monitor achievement by ethnicity, gender and disability, to ensure that all groups of students are making the best possible progress, and take appropriate action to address any gaps.

9. Publishing the Objectives and Demonstrating Compliance.

In order to meet the statutory requirement to publish information to demonstrate how they are complying with the Public Sector Equality Duty and to prepare and publish objectives, we will:

- Publish our information and objectives on the school website.
- Raise awareness of the objectives through the newsletter, assemblies, staff meetings and other communications.
- Make sure hard copies are available.

