ADELAIDE PRIMARY SCHOOL
Single Equality Policy

Headteacher: Mr Paul Plumridge
Date: Autumn 2016
Next Review Date: Autumn 2019

ETHOS AND VALUES

Adelaide Primary School is an exciting inner-city school that provides a first class educational experience to its children. We aim to ensure all our children are safe, enjoy coming to school, achieve highly and are very well prepared for life in modern Britain. To achieve this, all members of the Adelaide school community are expected to take responsibility and make a valuable contribution. Our core values of respect, equality and effort underpin all aspects of our work.

All decision making at Adelaide Primary School is informed by the desire to raise:
- Standards of achievement
- The quality of teaching and learning
  The continued personal development of pupils and staff
  and
  To enjoy learning, working and being together
- Safeguarding Children in our care

Adelaide Primary School recognise that "...through their day to day contact with pupils and direct work with families, our education staff have a crucial role to play in noticing indicators of possible abuse or neglect and in referring concerns to the appropriate agency." (Working Together to Safeguard Children 1999).

Adelaide Primary School Single Equality Scheme

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1. Mission statement
At Adelaide Primary School 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, faith or religion or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life.
The achievement of pupils will be monitored by race, gender and disability and we will use this data to support pupils, raise standards and ensure inclusive teaching. We will tackle discrimination by the positive promotion of equality, challenging

bullying and stereotypes and creating an environment which champions respect for all. At Adelaide Primary School we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

Our most recent OfSTED report (Spring 2015) made the following comments about equality at Adelaide Primary School:

- Leaders leave no stone unturned to ensure that the very diverse school population is treated equally and that there is a relentless focus on driving up pupil performance.
- There is a very strong focus on checking how well different groups of pupils are learning, so that any falling behind can be immediately helped to make better progress.

a. Levelling Up
The principle of 'levelling up' means that, as far as is reasonable, we apply the highest requirement of the law across all equality strands, while taking into account the need to apply the test of what is relevant and proportionate.
b.   Relevant   and   proportionate
We prioritise those actions that enable us to tackle the most significant issues across the equality strands in order to deliver the best equality outcomes.

2. Mainstreaming equality into policy and practice
As well as the specific actions set out beneath this plan, the school operates equality of opportunity in its day to day practice in the following ways:

Teaching and learning
We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, we will:
- Use contextual data to improve the ways in which we provide support to individuals and groups of pupils;
- Monitor achievement data by ethnicity, gender and disability and action any gaps;
- Take account of the achievement of all pupils when planning for future learning and setting challenging targets;
- Ensure equality of access for all pupils and prepare them for life in a diverse society;
- Use materials that reflect the diversity of the school, 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 pupils to appreciate their own culture and celebrate the diversity of other cultures;
- Seek to involve all parents in supporting their child's education;

- Encouraging classroom and staffroom discussion of equality issues which reflect on social stereotypes, expectations and the impact on learning;
- Including teaching and classroom-based approaches appropriate for the whole school population, which are inclusive and reflective of our pupils.

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 Adelaide Primary 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. However we are concerned to ensure wherever possible that the staffing of the school reflects the diversity of our community.

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 and particularly when allocating Teaching and Learning Responsibilities (TLR) or re-evaluating staff structures, to ensure decisions are free of discrimination.

Actions to ensure this commitment is met include:
- Monitoring recruitment and retention including bullying and harassment of staff;
- Continued professional development opportunities for all staff;
- Senior Leadership Team support to ensure equality of opportunity for all.
- Monitoring of Performance Management / Pay Progression by the Governing Body.

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 Race Relations (Amendment) Act (2000), Disability Equality Duty (2005) and Equality Act (2006).

The action plan at the end of this Equality Plan outlines the actions Adelaide Primary School will take to meet the general duties detailed below.

4a. Race Equality

This section of the plan reflects the general and specific duties of schools as detailed in The Race Relations Act 1976 and as amended by The Race Relations (Amendment) Act 2000.

The General Race Equality Duty requires us to have due regard to the need to:
- Eliminate racial discrimination;
- Promote equality of opportunity;
- Promote good relations between people of different racial groups.

Under our specific duty we will:
- Prepare an Equality Plan which includes our written policy for race equality;
- Assess the impact of our policies, including this Plan, on pupils, staff and parents by ethnicity including, in particular, the achievement levels of these pupils;
- Monitor the impact our plans and policies have on such pupils, staff and parents towards raising the achievement of minority ethnic groups.

4b. Disability

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

Definition of disability

The Disability Discrimination Act 2005 (DDA) 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'.

The DDA 2005 has also extended the definition of disability as follows:
- 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.

Legal duties

The Disability Discrimination Act (DDA) 2005 placed 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;
- 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 an Equality Plan which covers 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.

4c. Gender Equality

The Gender Equality Duty 2006 places a general and specific duty on schools to eliminate unlawful discrimination and harassment on the grounds of gender and to promote equality of opportunity between female and male pupils and between women and men and transgender people.

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.

Under our specific duty we will:
- Prepare and publish an Equality Plan which covers the requirements for a Gender Equality Scheme
- identifying our gender equality goals and actions to meet them;
- Review and revise this Scheme every three years.

4d. Sexual Orientation

The Equality Act 2006 made provision for regulations to be introduced to extend protection against discrimination on grounds of religion or belief to sexual orientation.

The Equality Act (Sexual Orientation) Regulations 2007 came into force on 30 April 2007, and they make discrimination unlawful in the area of goods, facilities and services on grounds of sexual orientation. For schools this means admissions, benefits and services for pupils and treatment of pupils.

4e. 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 pupils from different races, faiths / beliefs and socio-economic backgrounds. The duty came into force on 1 September 2007.

5. Consultation and involvement

It is a requirement that the development of this plan and the actions within it have been informed by the input of staff, pupils and parents and carers. We have achieved this by using the following to shape the plan:
- Feedback from the annual parent questionnaire, parents' evening and Input from staff surveys or through staff meetings.
- Feedback from the school council, PSHCE lessons and discussions with pupils;
- 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 plan and it will continue to do all it can to ensure that the school is fully inclusive to pupils, and responsive to their needs based on race, gender and disability.
- The governing body seeks to ensure that people are not discriminated against when applying for jobs at our school on grounds of race, gender or disability.
- 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 parents, carers and pupils.
- 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.

The role of the headteacher (or senior leader responsible for Equalities)
- It is the headteacher's role to implement the school's Equality Plan and s/he is supported by the governing body in doing so.
- It is the headteacher's role to ensure that all staff are aware of the Equality Plan, and that teachers apply these guidelines fairly in all situations.
- The headteacher ensures that all appointments panels give due regard to this plan, 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 promotes 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 pupils are treated fairly, equally and with respect, and will maintain awareness of the school's Equality Plan.
- 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.
- 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 on account of race, gender, disability or sexual orientation 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 pupil's individual circumstances.

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 / headteacher where necessary. All incidents are reported to the deputy headteacher/headteacher and racist incidents are reported to the governing body on a termly basis. (see Headteacher's Report)

What is a discriminatory incident?

Harassment on grounds of race, gender, disability, sexual orientation or other factors such as socio-economic status, can take many forms including verbal or physical abuse, name calling, exclusion from groups and games, unwanted looks or comments, jokes and graffiti.

A racist incident is defined by the Stephen Lawrence Inquiry Report (1999) as:

> *'any incident which is perceived to be racist by the victim or any other person'.*

Types of discriminatory incident

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 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 organisations 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, teaching and non-teaching, should view dealing with incidents as vital to the well-being of the whole school.

A procedure for responding and reporting is outlined below:

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                        ┌──────────────────┐
                        │     Incident     │
                        └──────────────────┘
                                 ⇓
┌──────────────────────────────────────────────────────────────────┐
│  Member of staff to investigate further (if incident reported) or  │
│                 challenge behaviour immediately                    │
└──────────────────────────────────────────────────────────────────┘
              ⇓                                   ⇓
┌──────────────────────────┐        ┌──────────────────────────────┐
│ Response to victim and    │       │ Response to perpetrator and   │
│ family                    │       │ family                        │
└──────────────────────────┘        └──────────────────────────────┘
              ⇓                                   ⇓
┌──────────────────────────────────────────────────────────────────┐
│ Action taken to address issue with year group / school if necessary │
│              e.g. through circle time / assembly                    │
└──────────────────────────────────────────────────────────────────┘
                                 ⇓
┌──────────────────────────────────────────────────────────────────┐
│ Incident form to be completed and filed. Incidents to be reported  │
│            to Governing body on a termly basis.                     │
└──────────────────────────────────────────────────────────────────┘
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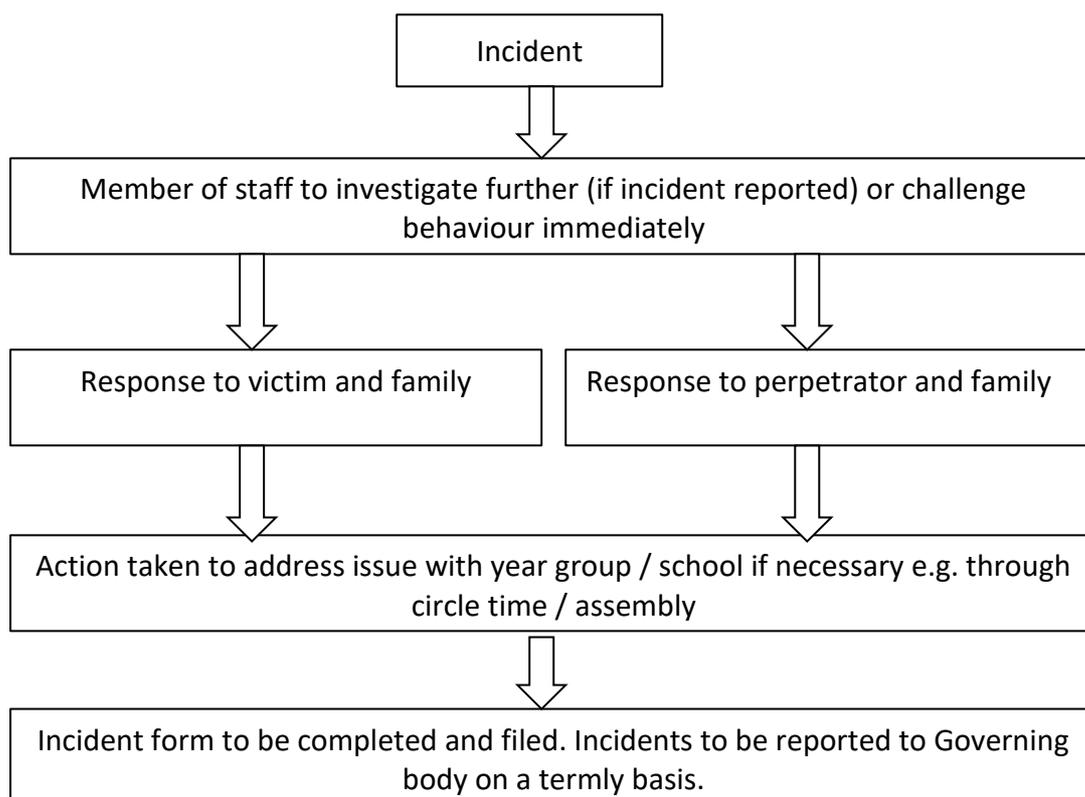
8. Review of progress and impact
The Plan has been agreed by our Governing Body. We have a rolling programme for reviewing our school policies and their impact. We will undertake assessments to identify the impact or effect (either negative or positive) of our policies, procedures and functions on various sections of the population paying particular regard to the needs of minority groups. Where negative impacts are identified we then take steps to deal with this and make sure equity of service to all. In line with legislative requirements, we will review progress against our Equality Plan annually and review the entire plan and accompanying action plan on a three year cycle.

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

9. Publishing the plan
In order to meet the statutory requirements to publish a Disability Equality Scheme and Gender Equality Scheme, we will:
- publish our plan on the Single Equalities Policy and Plan on the school website;
- raise awareness of the plan through the school newsletter, assemblies, staff meetings and other communications;
- Make sure hard copies are available on request.

Appendix   **A**
Adelaide Primary School
Procedure for Dealing with Racist Incidents

Pupils need to be made aware that we live in a multicultural society, in which appropriate, positive attitudes and behaviour need to be adopted.

The School's commitment to an anti racist stand-point and regard for multicultural issues and approaches is reflected in school vision which states

"Adelaide Primary School is an exciting inner-city school that provides a first class educational experience to its children. We aim to ensure all of children are safe, enjoy coming to school, achieve highly and are very well prepared for life in modern Britain. To achieve this, all members of the Adelaide school community are expected to take responsibility and make a valuable contribution. Our core values of respect, equality and effort underpin all aspects of our work".

The School aims to create an environment where no one should experience racial harassment, whether directed at them or at a fellow student.

Strategies to encourage positive pupil behaviour
- All staff promoting positive attitudes, language and behaviour amongst pupils at all times in and outside the classroom.
- Many racial incidents will be of a less obvious type and, therefore, difficult to detect and deal with. Incidents may not occur in the presence of teachers or adults. It is, therefore, important that strategies are developed which will ensure all members of the School community are sensitive to, and take responsibility for, reporting and dealing with such incidents.
- Positive behaviour and attitudes towards others will be encouraged through the example set by staff and through opportunities in the curriculum which will include multicultural issues and racism.
- Development of multicultural issues and equal opportunities as cross-curricular themes in teaching.
- In-service training for all staff to highlight multicultural issues and the need to consider such issues when choosing teaching materials. Sensitive choice of teaching materials by staff to avoid the possibility of stereotyping or offering racial offence.

Identification
A racist incident can take the following forms:
1. Physical harassment – including violent attacks of physical intimidation, as well as 'minor' intimidation which are cumulative in effect.
2. Verbal harassment – name calling, ridiculing a person's background or culture, off the cuff remarks which cause offence.
3. Non-cooperation and disrespect – ostracism, refusing to work with or show respect may be a racist incident if there is evidence of racist motivation or the 'victim' perceives such a motive. Inadvertent disrespect, eg ignorance by any

member of the School community of
a pupil's cultural practices which cause the pupils to feel harassed or uncomfortable.
4. Stereotyping – this can sometimes be the most subtle form of racism because it can lead to racial discrimination.
5. Other incidents such as racist jokes and vocabulary, graffiti, racist badges and literature.

Referral

- Pupils will be encouraged to inform staff of racist incidents. Staff will ensure that all reports are taken seriously and the information is recorded. Information regarding a racial incident may be presented by the individual, groups of friends or via parents and will be treated by staff in a sensitive manner.
- Staff are to report directly to the Head Teacher of staff without delay, any incident of suspected racism. Support staff to be told to report to teaching staff on duty anything they may observe which might constitute racist abuse.

Action

- Immediate action by a teacher or supervisor will be concerned with separating the perpetrator and victim, to defuse a situation where abuse or attack appears to have taken place, reassure the victim and to allow the alleged perpetrator to consider the consequences and impart of her or his behaviour.
- An **Incident Reporting Sheet** (Racist Incident section included) will be completed and passed to the Deputy/Head Teacher/Head Teacher without delay.
- The designated senior member of staff will take action in accordance with the instructions on the sheet.
- Any action taken will involve discussions with the class teacher. All reported racial incidents will be fully investigated and documented with copies of the incident sheet placed in the files of all pupils involved; victims and perpetrators. A copy of the documentation will also be kept in the '**Safeguarding Pupils' file** in the **Well Being Team's office.**
- In cases where physical injuries have been sustained and the First Aider is required to attend, then the designated senior member of staff must inform the Local Authority.
- Staff will be informed at morning briefing of pupils involved in a racial incident or of any potential incidents and what action to take.

APPENDIX A - INCIDENT REPORTING	Chronology Number
DATE OF INCIDENT:	

VICTIM(S), INC CLASS	**REPORTED PERPERTRATOR(S), INC CLASS**

SHOULD ANY OF THE FOLLOWING BE CONSIDERED?		HARM CAUSED			
A HOMOPHOBIC INCIDENT?		INJURY TO CHILD		PARENTAL COMPLAINT	
A RACIST INCIDENT?		INJURY TO STAFF MEMBER		DAMAGED PROPERTY	
CYBER BULLYING?		EMOTIONAL UPSET - CHILD		EMOTIONAL UPSET -ADULT	
NONE APPLICABLE?		SIGNIFICANT LESSON DISRUPTION		OTHER	

INCIDENT TYPE				INCIDENT LOCATION			
PHYSICAL – CHILD/ CHILD		VERBAL – CHILD/CHILD		PLAYGROUND		CORRIDOR	
PHYSICAL – CHILD/ STAFF		VERBAL – CHILD/STAFF		CLASSROOM		HALL	
PHYSICAL –PARENT/STAFF		VERBAL – PARENT/STAFF		TOILETS		OTHER	
OTHER				OUT OF SCHOOL			

BRIEF DESCRIPTION OF WHAT HAPPENED

Although this pro forma is used by staff to record all instances of unacceptable behaviour, it contains a specific section that enables school leaders to record and monitor any instances of discrimination and harassment towards both children and adults.

REPORTING STAFF MEMBER - ACTION RESULTING					
INCIDENT INVOLING CHILDREN				**INCIDENT INVOLVING PARENT**	
VERBAL REPRIMAND		MISSED PLAY OR LUNCHTIME		RESOLVED – NO FURTHER ACTION	
PARENT INFORMED		SANCTION LINKED TO BEHAVIOUR PLAN		REFERRED TO PHASE LEADER	
MONITOR		OTHER		REFERRED TO DHT/HT	
FURTHER DETAILS:					
NAME OF REPORTING STAFF MEMBER:			**ROLE:**		

PHASE/SENIOR LEADER – ACTION RESULTING (IF APPLICABLE)					
INCIDENT INVOLING CHILDREN				**INCIDENT INVOLVING PARENT**	
VERBAL REPRIMAND		MISSED PART OF LESSON		PARENTAL MEETING	
PARENTAL MEETING		INTERNAL EXCLUSION		RESTORATIVE CIRCLE	
EXTERNAL EXCLUSION		OTHER		REPORT TO POLICE	
FURTHER DETAILS:					
NAME OF LEADER			**ROLE:**		

Appendix B Questions for which quantitative and qualitative evidence is required when current policies are being reviewed derived from the principles in Section 3				
Key Topics	**Disability**	**Ethnicity, culture, religion and belief**	**Gender and sexual orientation**	**Other factors**
1. Outcomes for learners	Do our policies benefit all learners and potential learners, whether or not they are disables? Or are disabled learners excluded, disadvantaged or marginalised?	Do our policies benefit all learners and potential learners, whatever their ethnic, cultural or religious background? Or are people from certain backgrounds losing out?	Do our policies benefit all learners and potential learners, whatever their gender or sexual orientation? Or are outcomes different for females and males, or children and young people with different sexual orientations, with some being disadvantaged?	Do our policies benefit all learners and potential learners, irrespective of other factors such as age, income, family circumstances or where they live? Or are some groups being excluded or disadvantaged?
2. Recognising relevant differences	Is due account made of the specific needs and experiences of disabled people? Or is a 'one size fits all' approach adopted?	Is due account made of different cultural backgrounds? Or is a 'one size fits all' approach adopted?	Is due account made of girls' and boys', women's and men's, differing experiences or of the experiences of lesbian gay, bisexual and transgender people? Or is a 'one size fits all' approach adopted?	Is due account made of the differing experiences of people depending on factors such as age, income, family circumstances or where they live? Or is a 'one size fits all' approach adopted?

Key Topics	Disability	Ethnicity, culture, religion and belief	Gender and sexual orientation	Other factors
3. Benefits for the workforce	Do all members and potential members of the workforce benefit, whether or not they are disabled? Or are reasonable adjustments for disabled staff not made?	Do all members and potential members of the workforce benefit, whatever their ethnic cultural or religious background? Or are some excluded?	Do all members and potential members of the workforce benefit, whatever their gender or sexual orientation? Or are there differential impacts, both positive and negative?	Do all members and potential members of the workforce benefit, irrespective of factors such as age, income, family circumstances or where they live? Or are there differential impacts, both positive and negative?
4. Attitudes, relationships and cohesion	Do our policies promote positive attitudes towards disabled people, and good relations between disabled an non-disabled people? Or is there negativity and little mutual contact?	Do our policies promote positive interaction and good relations between different groups and communities? Or are there tensions and negative attitudes?	Do our policies promote good relations between boys and girls, women and men, and people of different sexual orientations? Or is there mutual hostility, perhaps expressed through violence and sexual harassment?	Do our policies promote good relations between people from different age groups, with different income or family circumstances or who live in different places? Or are there tensions and negative attitudes?
5. Benefits for society	Do our policies benefit society as a whole by encouraging participation in public life of all citizens, whether or not they are disabled? Or are disabled or marginalised?	Do our policies benefit society as a whole by encouraging participation in public life of citizens from a wide range of backgrounds? Or are certain communities excluded or marginalised?	Do our policies benefit society as a whole by encouraging participation in public lives of women as well as men, and people of all sexual orientations? Or are women, or lesbian, gay, bisexual and transgender people, excluded or marginalised?	Do our policies benefit society as a whole by encouraging participation in public life of all citizens irrespective of age, income, family circumstances or where they live? Or are certain groups excluded or marginalised?