



# **SINGLE EQUALITY POLICY**

## **EQUALITY AND DIVERSITY STATEMENT**

### **Monitor and Review**

Every three years, we will review our objectives in relation to any changes in our school profile. 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:

Date to be reviewed by the Governing Body:

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### **Legal Duties**

As a school we welcome our duties under the Equality Act 2010. The general duties are to:

- eliminate discrimination,
- advance equality of opportunity
- foster good relations

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 belief (includes lack of belief)
- sexual identity
- 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.

In fulfilling our legal obligations we will:

- Recognise and respect diversity
- Foster positive attitudes and relationships, and a shared sense of belonging
- Observe good equalities practice, including staff recruitment, retention and development.
- Aim to reduce and remove existing inequalities and barriers.
- Consult and involve widely
- Strive to ensure that society will benefit

## **Our Ethos/mission**

**At Toll Bar Primary School we believe that: -**

- Every child and adult has the opportunity to do their best and achieve their full potential

- Learning is life long
- We provide a safe, secure, welcoming happy and healthy environment based on mutual trust
- Staff, pupils, parents and governors to work in partnership
- Self evaluation is key to improvement
- We provide a broad, balanced, creative and exciting curriculum
- ALL achievements are praised and celebrated
- The community is an integral part of our school
- Children take part in activities that will prepare for adult life
- Everyone is treated equally regardless of race, gender, religion or disability
- That all children are individuals and that their thoughts and opinions should be valued and respected
- High standards of behaviour are expected
- This is a developing establishment, continuously striving to meet the needs of the pupils and responds to changes in society and in the nature of schooling
- The improvement in basic skills is the responsibility of ALL the staff
- Study Support is integral to the continued development of Toll Bar Primary School and its community

### **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:

<b>School Community</b>	<b>Responsibility</b>
Governing Body	Involving and engaging the whole school community in identifying and understanding equality barriers and in the setting of objectives to address these.
Head teacher /Principal	As above including:  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.
Senior Management Team	To support the Head / Principal as above  Ensure fair treatment and access to services and opportunities. Ensure that all staff are aware of their responsibility to record and report prejudice related incidents.
Teaching Staff	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  Ensure that you are aware of your responsibility to record and report prejudice related incidents.
Non Teaching Staff	Support the school and the governing body in delivering a fair and equitable service to all stakeholders  Uphold the commitment made by the head teacher/principal on how pupils and parents/carers can be expected to be treated  Support colleagues within the school community  Ensure that you are aware of your responsibility to record and report prejudice related incidents
Parents	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  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.
Pupils	Supporting the school to achieve the commitment made to tackling inequality.  Uphold the commitment made by the head teacher on how pupils and parents/carers, staff and the wider school community can be

School Community	Responsibility
	expected to be treated.
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 our school website.**

### **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.

For further guidance please contact Shaheed Syed, CYPS Equality Officer on 01302 862602 email: [shaheed.syed@doncaster.gov.uk](mailto:shaheed.syed@doncaster.gov.uk)

# EQUALITY REPORTING

In Toll Bar Primary School all children and adults have:

- The right to feel and be safe
- The right to learn
- The right to be treated with respect
- The right to be treated equally

## Guiding Principles

1. All learners are of equal value, whether or not they are disabled, a different culture, religion, belief and whatever their gender
2. We recognise and respect difference
3. We foster positive attitude and relationships and a shared sense of cohesion and belonging
4. We observe good equality practices in staff recruitment, retention and development
5. We aim to reduce and remove inequalities and barriers that already exist
6. We consult and involve widely
7. We address prejudice and prejudice related bullying
8. We formulate and publish equality objectives in relation to
  - Disability
  - Ethnicity, religion and culture
  - Gender

## A Admissions

In line with Local Authority policy

## B Attendance

Follow Local Authority guidelines and school attendance policy

## C Curriculum

We evaluate the curriculum and extra-curricular activities to ensure equality groups are positively supported. Pupils have been involved in designing the curriculum and we participate in GTR month.

Whole school topics look at different cultures to raise awareness, all pupils can join in all activities and we ensure appropriate support in order for all children to access the curriculum. We have numerous After-School Clubs:

- Athletics
- Computer Club
- Film Club
- Baking
- Knitting
- D&T
- Arts & Crafts
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Risk assessments are undertaken to ensure all can access and IEPs are also in place.

A Disability Access plan is in place and pupils in Year 6 work with DIAL to promote disability awareness.

## **D Participation**

An actively elected school council is in place, with pupils representing each year group. Governors support our school and a GTR Parent Governor is in place to promote the views of our GTR families. We have designated governors for certain areas. Parents and families are an integral part of our school and we have an open-door policy. We welcome their input and support. We have an active Friends of Toll Bar Primary School and we run many groups for parents, families and adults. Everyone is welcome and provision is made for all.

## **E Spiritual, Moral, Social and Cultural Development**

- At Toll Bar Primary School we are reflective and promote and respect individual beliefs and values, imagination, creativity, curiosity and experience for all. Pupils, through various means, understand right and wrong both in and out of our school. We use SEAL, P4C, Miss Dorothy.com etc.
- We promote a range of activities requiring social skills and pupils develop an awareness and respect towards diversity, gender, race, religion, belief, culture, sexual orientation and disability.
- Other cultures are explored
- Participation in fund raising, to raise awareness
- A wide range of visits are accessible to all, including visits to Sikh temples, churches etc
- Staff promote positive attitudes and the ethos of the school
- Children work with others in the class and throughout the school
- Pupils participate in 'Anti-Racism Day' etc

## **F Achievement and Perceived Experience of Different Groups**

Each child has personalised learning tailored to their individual needs. Pupil achievement is tracked and comparisons take place between different groups to ensure equal opportunities and individual needs are being met. We compare data and use Raise-On-Line to compare our pupils' achievements against similar groups nationally.

## **G Behaviour and Safety**

Safeguarding is a priority in school and staff are trained, policies and procedures are in place and there are designated personal for LAC. Copies of policies on safeguarding, behaviour and bullying are available to parents. Staff are trained in paediatric first aid, general first aid and Epipen administration. We also have an Intimate Care policy and procedure. These policies allow equal access for all.

Risk handling plans are in place for pupils with particular needs.

We use the Local Authority Sentinel system to report bullying and racist incidents, from which we reflect and build on.

## **H Community Relations**

We have good relations with all groups in our community, we have a designated Community Room which is used for community projects, Toll Bar TARA and the Neighbourhood Watch Team. There is disabled access.

We annually review key policies, functions and procedures that have been assessed as relevant to meeting the duties set out under the Equality Act 2010.

## **LIST OF RELEVANT POLICIES**

1. Admissions
2. Attendance
3. Exclusion
4. Curriculum
5. Behaviour
6. Safeguarding
7. Anti-Racism
8. Intimate Care
9. Disability Access



## **EQUALITY OBJECTIVES**

- 1 To monitor the progress of different groups of vulnerable pupils and look to their learning being tailored to their individual needs.
- 2 All have opportunities to reach full potential, removing variations in learning outcomes from different groups.
- 3 Promoting activities that celebrate our common experience as well as those that recognise diversity generally and fostering understanding and respect for the culture, religion, beliefs and disabilities of pupils, families and the wider community.
- 4 All staff to recognise that they have a role and responsibility to themselves and others (adults and children) to promote equality, inclusion and good community relations.
- 5 To anticipate the needs of incoming pupils from a new group and to ensure appropriate support and or equipment is in place.
- 6 To ensure that accurate records of all ethnic groups, their backgrounds, needs and how the school responds to them.

Signed

Date

Date of review: June 2012

Date of next review: June 2014