

Single Equality Policy

2017 - 2021

1. Introduction

This policy is an amalgamation of the school's

- Disability Equality Scheme & Accessibility Plan
- Race Relations Policy
- Equal Opportunities Policy

2. Our Vision

At Hollinswood Primary School & Nursery we aim to develop every child's skills, knowledge and attitudes in order for them to become confident, independent and inspired learners.

We encourage the children to have high expectations and to contribute towards, reflect on and shape their role as learners - in addition to being responsible members of the school, the local and the wider community.

Through a context rich curriculum that goes beyond the school walls, children are given the confidence to aim high and to be the very best that they can be.

We see excellence in teaching and a love of learning as the key to succeeding in life. In a supportive, positive and caring environment our teachers and our learners are fully committed, focussed on the task ahead, passionate in overcoming obstacles and alive for a challenge.

3. Information from Pupil Data and School Audit

In January 2013 Hollinswood Junior School merged with Hollinswood Infant School and Nursery. The merger presented an excellent opportunity for the schools to combine the expertise, passion and talent that existed across both sites in creating an all through Nursery and Primary School that will benefit the community of Hollinswood.

The schools and their environment

The school incorporates two sites. Hollinswood Infant and Nursery School (now known as the Bushell site) was built in 1976 and Hollinswood Junior School (now known as the Farah site) was built in 1980. The newly merged Primary school serves the Hollinswood residential estate and Telford town centre area.

The school is situated close to Telford Town Centre enabling use of facilities such as the Town Park and Ice Rink as well as Abraham Darby swimming pool. The school has extensive grounds including sports pitches and a pit-mound woodland area that has been developed for educational use including forest schools.

As of April 2017, there are currently 402 pupils on role including a 52 place part-time nursery. There are 208 girls and 194 boys. Of these 133 have English as an additional language. Overall there are 92 pupils eligible for free school meals. There are 44 pupils who are on the register for Special Educational Needs. Overall children enter the school at standards just below the national average.

The school is well equipped and resourced over the two sites. There are 6 teaching bases with shared activity areas in the KS2 building. This will increase to 7 in September 2017. There are 7 teaching bases with shared activity areas in the KS1 building. The school benefits from having two halls with integral PE equipment and audio-visual systems. There is also a separate dining room on the KS2 site used for dance, drama and PSHE. Additionally, there is a main library, a cooking area, two group teaching rooms and a computer suite.

By working with the School Council we have excellent outdoor play facilities including Jungle Gyms, Quiet Areas, football and basketball posts and lots of seating. The school has recently finished a project to develop the outside areas to improve the external learning and access areas between both sites.

There is a Multicultural Development Team that is based at the Farah site. The service supports the teaching of multi-cultural education across Telford & Wrekin and Shropshire and has a wide range of resources which the school is able to use. There is also a private day nursery, ABC that is based on the Bushell site that also provides the school's after school club provision.

School Characteristics (As at April 2017)

Pupils –

Total number of pupils is **402**.

(194) **48.253%** of male pupils

(208) **51.74%** of female pupils

(92) **22.88%** of pupils entitled to a Free School Meal (exc Nursery)

(37) **9.20%** of pupils identified as having Special Education Needs (School Action & School Action Plus)

(7) **1.74%** of pupils identified as having a statement of Special Education Needs

(133) **33.08%** of pupils first language is other than English

(152) **37.81%** of pupils whose ethnicity is other than White British

(4) **0.99%** of pupils are classed as having a disability

(72) **17.91%** of pupils classed as having a medical need (inc Asthma)

(3) **0.75%** of pupils on child protection register

Staff –

Total number of staff is **59** (inc 5 casual staff)

(8) **13.56%** of male staff

(51) **86.44%** of female staff

(0) **0%** of staff first language is other than English

(2) **3.39%** of staff whose ethnicity is other than White British

(1) **1.69%** of staff classed as having a disability

(11) **20.37%** of staff classed as having a medical need (inc Asthma)

Facilities –

1 disabled toilet at Bushell Site and 1 disabled toilet at Farah Site

1 external ramp at Farah Site

14 visual fire alarms at Bushell Site

1 hearing aid transmitter

Use of EAL interpreters from MDT (On Site)

4. Mainstreaming Equality into Policy and Practice

As well as the specific actions set out beneath this policy, 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.

5. Equal Opportunities for Staff

This section deals with aspects of equal opportunities relating to staff at Hollinswood Primary School & Nursery.

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.

6. 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 Policy outlines the actions Hollinswood Primary School & Nursery will take to meet the general duties detailed below.

Race Equality

This section of the policy 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 Policy which includes our written policy for race equality;
- Assess the impact of our policies, including this Policy, 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.

Disability

This section should be read in conjunction with the school's **Special Educational Needs Policy, Our Local Offer 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 Policy 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.

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 Policy 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.

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.

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.

7. Consultation and Involvement

It is a requirement that the development of this policy 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 action plan:

- Feedback from the annual parent questionnaire, parents' evening, parent-school forum meetings or governors' parent-consultation meeting;
- Input from staff surveys or through staff meetings/INSET;
- Feedback from the school council, 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.

8. Roles and Responsibilities

The Role of Governors

- The governing body has set out its commitment to equal opportunities in this policy 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 Policy and they are supported by the governing body in doing so.
- It is the Headteacher's role to ensure that all staff are aware of the Equality Policy, and that teachers apply these guidelines fairly in all situations.
- The Headteacher ensures that all appointments panels give due regard to this policy, 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 Policy.
- 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.

9. 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 Headteacher and racist incidents are reported to the governing body and local authority on a termly basis.

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

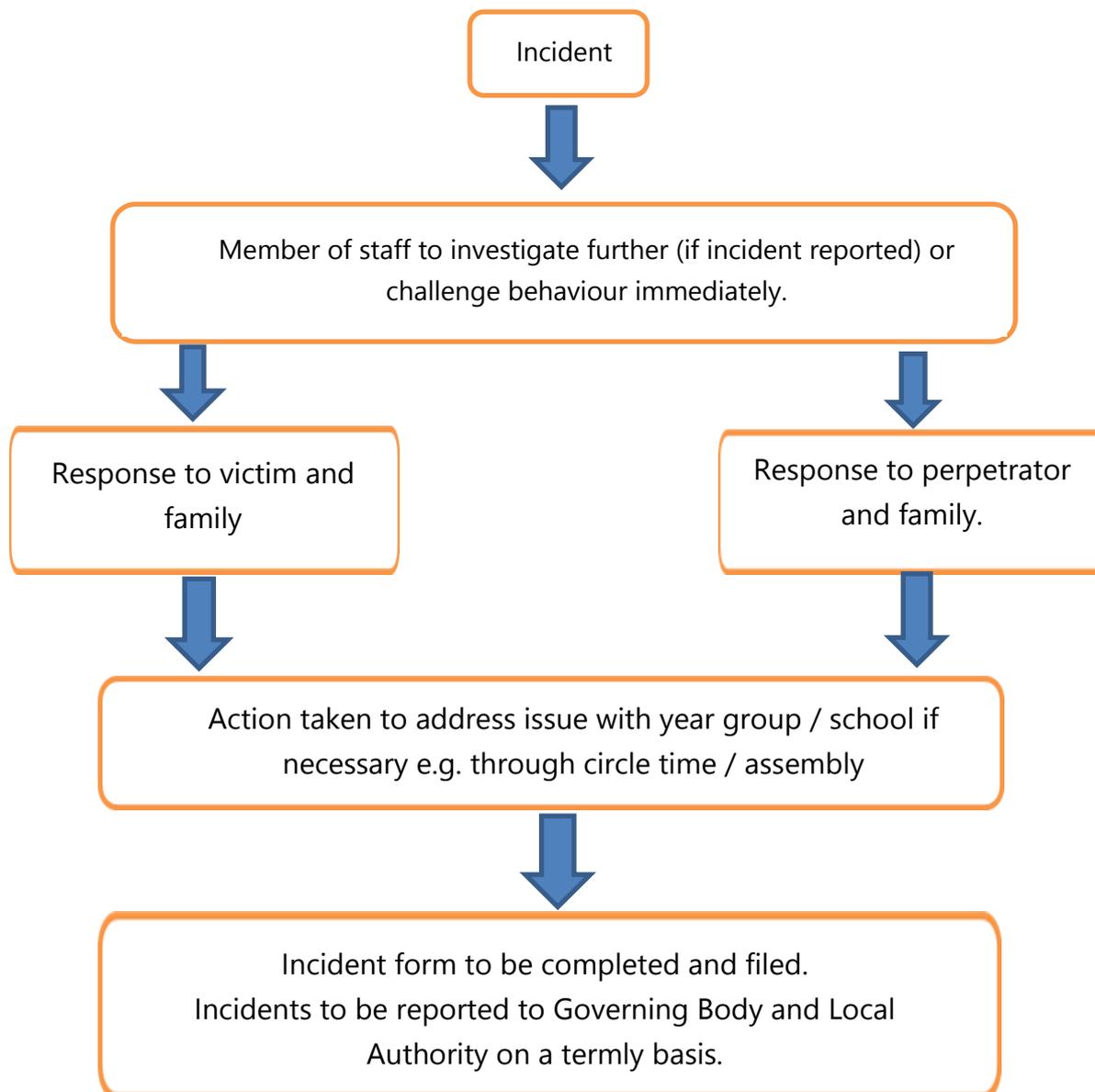
Types of discriminatory incidents that can occur are:

- 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.

Reporting Procedure



10. Review of Progress and Impact

The policy has been agreed by our Governing Body. We have a rolling programme for reviewing our school policies and their impact. In line with legislative requirements, we will review progress against our Equality Action Plan (**See Appendix A**) annually and review the **entire policy and accompanying action plan on a four-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.

11. Publishing the Policy

In order to meet the statutory requirements to publish a Disability Equality Scheme and Gender Equality Scheme, we will:

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

APPENDIX A – ACTION PLAN

The duty to report racist incidents and the publication of the Equality Policy to meet the Disability and Gender Equality legislation must be included in the action plan below. For further examples of actions please see Appendix B.

Equality Strand	Action	How will the impact of the action be monitored?	Who is responsible for implementing?	What are the timeframes?	Early success indicators
All	Publish and promote the Equality Plan through the school website, newsletter and staff meetings.	Question about parent awareness of Equality Scheme in annual survey?	Headteacher/ designated member of staff	Immediately after Summer Term Governors Meeting	Staff are familiar with the principles of the Equality Policy and use them when planning lessons and creating class room displays. Parents are aware of the Equality Policy.
All	Monitor and analyse pupil achievement by race, gender and disability and act on any trends or patterns in the data that require additional support for pupils.	Achievement data analysed by race, gender and disability.	Headteacher/Deputy /Governing body.	Termly.	Analysis of teacher assessments/termly data demonstrates the gap is narrowing for equality groups.
All	Ensure that the curriculum promotes role models and heroes that young people positively identify with, which	Increase in pupils' participation, confidence and achievement levels.	Humanities lead, through lesson plans.	Ongoing.	Notable increase in participation and confidence of targeted groups.

	reflects the school's diversity in terms of race, gender and disability.				
All	Ensure that displays in classrooms and corridors promote diversity in terms of race, gender and ethnicity.	Increase in pupil participation, confidence and positive identity – monitor through PSHE. Governor learning walks.	Headteacher/Deputy Headteacher/Governing Body	Ongoing.	More diversity reflected in school displays across all year groups.
All	Ensure all pupils are given the opportunity to make a positive contribution to the life of the school e.g. through involvement in the School Council by election or co-option), class assemblies, fund raising etc.	School council representation monitored by race, gender, disability	Member of staff leading on school council.	From Sept 2014.	More diversity in school council membership.
Race Equality Duty	Identify, respond and report racist incidents as outlined in the Plan. Report the figures to the Governing body/Local Authority on a termly basis.	The Headteacher/ Governing body will use the data to assess the impact of the school's response to incidents i.e. have whole school/year group approaches	Headteacher/ Governing body	Reporting: December, April, July.	Teaching staff are aware of and respond to racist incidents. Consistent nil reporting is

		led to a decrease in incidents, can repeat perpetrators be identified, are pupils and parents satisfied with the response?			challenged by the Governing Body
Disability Equality Duty	Promote Governor vacancies with leaflets in accessible formats, by involving disabled young people/parents in design and specifically welcoming applications from disabled candidates.	Monitoring of applications by disability to see if material was effective.	Staff member and Lead Governor on Special Educational Needs & Disabilities.	Ongoing.	More applications from disabled candidates to be School Governors.
Community Cohesion	Celebrate cultural events throughout the year to increase pupil awareness and understanding of different communities e.g. Diwali, Eid, Christmas.	PSHE assessments.	Member of staff leading on PSHE.	Ongoing.	Increased awareness of different communities shown in PSHE assessments.

APPENDIX B – FURTHER ACTIONS THE SCHOOL WILL TAKE.

ENSURING EQUALITY OF OPPORTUNITY AND PARTICIPATION

The school will ensure that:

- Pupil achievement is monitored by race, gender and disability and any trends or patterns in the data that may require additional action to narrow the gap are addressed;
- All staff are aware of the school's Equality Policy;
- There is an inclusive approach to ensuring all pupils are given the opportunity to make a positive contribution to the life of the school e.g. through involvement in the School Council by election or co-option); class assemblies; fund raising etc;
- Disabled children can take part in all aspects of the curriculum, including educational visits and journeys; lunchtime activities; PE and dance and assemblies;
- Extended school activities such as breakfast and after-school clubs take into account pupil needs and access issues and pupils attending reflect the diversity of the school population in terms of race, gender, disability and socio-economic status;
- Staff, pupils, parents and carers will continue to be involved in the future development of the Equality Policy through input and feedback from surveys, staff meetings, school council meetings, parents evenings etc.

The school will provide:

- Extra and additional support for pupils who are under-achieving, in order to make progress in their learning and their personal well-being, e.g. ensuring that children with visual impairment have accessible texts; that children with hearing impairment have an enhanced acoustic classroom environment;
- Additional support for parents of under-achieving children (e.g. reporting progress; discussing needs);
- Additional support for disabled parents/carers and staff to help them to play a full part in the life of the school (e.g. providing a sign interpreter for a deaf parent; ensuring that meetings are held in the most accessible parts of the school to support wheelchair users; providing communication in larger print etc).

PROMOTING POSITIVE ATTITUDES AND MEETING NEEDS

The school will:

- Promote positive images which reflect the diversity of the school and community in terms of race, gender and disability, for example in assemblies, books, publications and learning materials and in classroom/corridor display.
- Actively seek to recruit disabled people to the school and support them in their work and career development, and try to reflect the diversity of the school community in its workforce;
- Actively seek to recruit disabled people to the governing body and make reasonable adjustments to ensure that they can fully participate and contribute;
- Provide reasonable means for children, young people, their friends and families to interact with people from different backgrounds and build positive relationships, including links with different schools and communities;
- Provide extended services, with opportunities for pupils, families and the wider community to take part in activities and receive services which build positive interaction and achievement for all groups;
- Supporting disabled pupils in the period of transition between primary and secondary school to ease the stress of moving and increase familiarity with new surroundings;
- Helping children and young people to understand others and value diversity;
- Promoting shared values, awareness of human rights and how to apply and defend them;
- Developing skills of participation and responsible action – for example through the new 'Identity and Diversity: living together in the UK' strand of citizenship education.
- Promote the schools Teaching and Learning Policy that includes how we Prepare Pupils for Life in Modern Britain.

ELIMINATING DISCRIMINATION AND HARASSMENT

The school will:

- Develop and adapt its procedures on anti-bullying to include equality perspectives;
- Support staff to challenge and address any bullying and harassment that is based on a person's race, gender or ethnicity;

- Keep a record and report how these incidents are dealt with to the governing body and local authority on a termly basis;
- Review its approach to race, gender and disability bullying and harassment whenever it reviews its policy on behaviour.

MONITORING IMPACT

- The school will collect and analyse evidence and data on children's achievement, attendance and participation by race, gender and disability, and use this to inform strategies to raise achievement.

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Date Approved	15 th February 2017
Approved By	Health & Safety Committee
Date for Review	15 th February 2021