



# **Folly Hill Infant School**

## **SINGLE EQUALITY POLICY**

HR Suite

**Date:** Summer 2020

**Review Date:** Summer 2022

**Signed** ..... **Chair of Governors**

**Signed** ..... **Headteacher**

### **Introduction**

“Equality forms the core of the ethos for schools which are fully committed to providing every possible life chance for all young people and staff to succeed. All stakeholders in a school community should have the right to enjoy, achieve, and feel valued and safe from discrimination, across the whole range of school activities.”  
Surrey CC.

The Equality Act (2010) brings together, under a single legislative framework, pre-existing, diverse and complex equality legislation. The Equality Act (2010) now covers race, disability, gender, age, religion/belief and sexual orientation, along with pregnancy and gender reassignment, and in some circumstances marital or civil partnership status. There is also a new statutory public sector duty to promote equality, expressed through the Single Equality Scheme. The revised OFSTED schedule under section 5 of the Education Act 2005 from January 2012 refers directly to the Equality Act 2010 particularly when referring to the different groups of pupils and how they make progress and fulfil their potential.

### **School context - what sort of school are we?**

Folly Hill School is a small school for boys and girls between the ages of four and seven years. Built in 1973 situated on the outskirts of Farnham in a semi rural setting, the school consists of three classrooms sharing activity room and a central library area. The spacious hall is used for PE, Drama and Musical activities as well as doubling as a Dining Hall. Meals are cooked on the premises. All children at Folly Hill School are eligible for a free school meal.

The majority of pupil admissions come from the local area, many within walking distance. The social and economic backgrounds of pupils are generally advantaged. Attainment on entry is average. There are very few children from minority ethnic backgrounds.

This is a small school in which each child is recognised as an individual with their own particular needs. Specialising in early years education, we provide planned learning experiences to promote the development of the skills, concepts and knowledge upon which a child’s education can be based. We believe that children should

be encouraged to become independent learners and develop to their full potential. To this end, the whole child must be nurtured through physical and intellectual development combined with a social, moral and spiritual awareness.

### **Equality - aims and values**

We aim to provide guidance, support and opportunities for our school community to:

- value diversity and human rights and challenge stereotypes;
- participate responsibly in a community that feels safe;
- ensure equal opportunities are available for all to achieve success at their highest level;
- work towards removing barriers to access and participation for all members of the community;
- plan relevant learning opportunities of interest to all pupils;
- engage in lifelong learning;
- enjoy healthy lifestyles;
- interact positively with people from different backgrounds and communities;
- access appropriate extended services which make a positive contribution to the community;
- achieve economic wellbeing;
- foster engagement within our school community, the local area and beyond to the global community.

The school recognises and values all forms of achievement. We will monitor and analyse pupil performance by ethnicity, gender, disability and special educational need and take account of socio-economic circumstances. Any disparities which are identified will be addressed through targeted curriculum planning, teaching and support.

### **Our approach to promoting equality**

The overall objective of this policy is to provide a framework for the school to pursue its equality duties to eliminate unlawful discrimination and harassment; ensure equality of opportunity; and promote good relations and positive attitudes between people of diverse backgrounds in all its activities.

Through the Equality Policy, the school seeks to ensure that no member of the school community or any other person through their contact with the school receives less favourable treatment on any grounds which cannot be shown to be justified. This covers race, colour, nationality, ethnic or national origin, religion or beliefs, gender, marital status, responsibility for children other than dependants, disability, sexual orientation, gender reassignment, age, trade union or political activities, socio-economic background, where the person lives or spent convictions.

The principles of this policy apply to all members of the extended school.

We wish to promote a sense of belonging by all communities, to share a common vision, support and guide pupils to succeed and to prepare them to be active citizens in a society with increasingly diverse cultures, beliefs, ethnic and socio-economic backgrounds.

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. Admissions to the school are coordinated by the Local Authority admissions team (Surrey County Council)

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.

## **Equal Opportunities for Staff**

This section deals with aspects of equal opportunities relating to staff at Folly Hill 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 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

### **Equality and the law**

The Equality Act 2010 (<https://www.gov.uk/guidance/equality-act-2010-guidance>) replaced previous anti-discrimination laws with a single Act, making the law easier to understand and strengthening protection in some situations.

The Single Equality plan takes into consideration the 'General' and 'Specific' statutory duties in promoting equality across the full range of protected characteristics, namely:

- Sex
- Race
- Disability
- Sexual Orientation
- Religion or Belief
- Gender Reassignment
- Pregnancy or Maternity
- The school considers age as a relevant characteristic in its role as employer, but not in relations to pupils

### **The General Duty**

The school recognises its 'General Duty' to:

- Eliminate conduct that is prohibited by the Equality Act (2010)
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it.

### **The Specific Duties**

- Publish information showing that the school has complied with the General Duty (annually – to Governing Bodies – public document)
- Publish evidence of the equality analysis undertaken (annually – to Governing Bodies – public document)
- Publish details of engagement undertaken with those with an interest in furthering the aims of the General Duty and the engagement it undertook in developing their Equality Objectives
- Set and publish Equality Objectives

### **Legislative Frame work:**

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.

The school is bound by the Public Sector Equality Duty ( PSED) of the Equality Act 2010 and Specific Duty.

See Single Equality Plan

### **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 parent questionnaires and parents' evening
- Input from staff surveys or through staff meetings / INSET
- Feedback from the school council, PSHE lessons, school surveys
- Issues raised in annual reviews or reviews of progress on Individual Support Plans.
- Feedback at Governing body meetings

### **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 all of the protected characteristics within the Equality Act 2010 (age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.)
- The governing body seeks to ensure that people are not discriminated against when applying for jobs at our school.
- 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
- The governing body ensures that no child is discriminated against whilst in our school on account of all of the protected characteristics within the Equality Act 2010.
- To ensure parents are made aware of the Single Equality Plan
- 

#### **The role of the headteacher**

- 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 and equitably 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 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.

#### **Visitors and contractors are responsible for:**

- Knowing and following our equality policy.

#### **Tackling discrimination**

Harassment on account of the protected characteristics within the Equality Act 2010 is unacceptable and is not tolerated within the school environment.

In relation to children: 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.

In relation to Adults see Ending Bullying and harassment policy.

#### **What is a discriminatory incident?**

Harassment on grounds of the protected characteristics within the Equality Act 2010, 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**

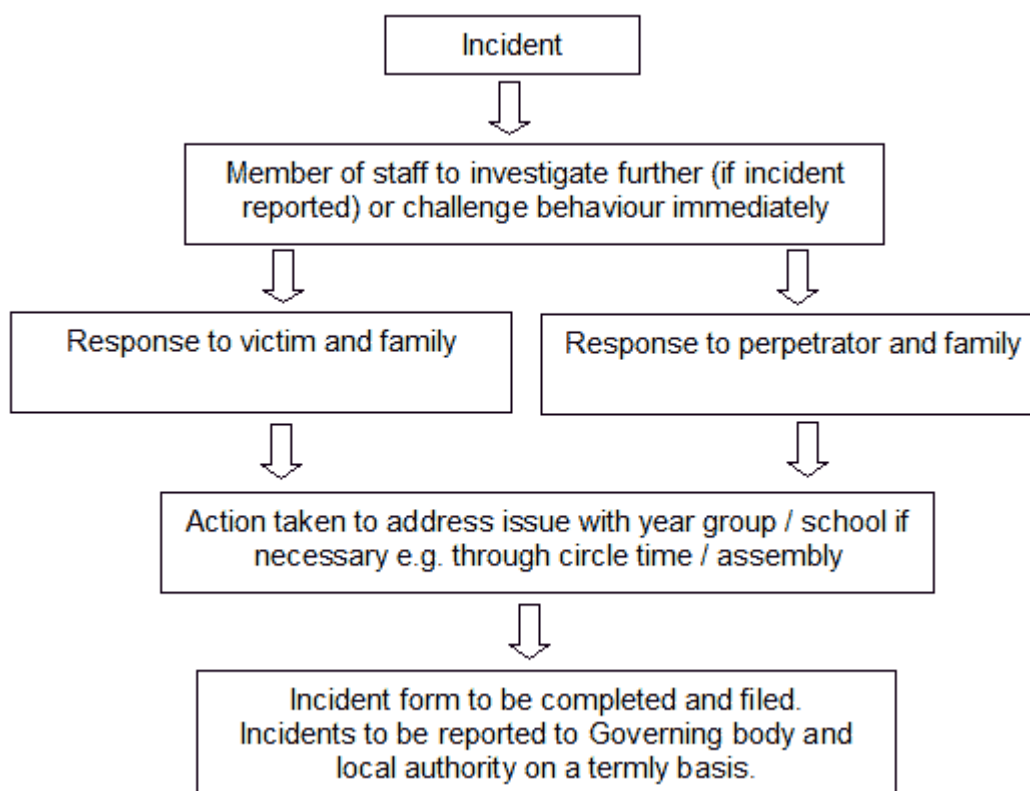
Types of discriminatory incidents that can occur are:

- Physical assault against a person or group because of their race, ethnicity, nationality, disability, sexual orientation or gender, Religion or beliefs, age.
- 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, ethnicity, nationality, disability, sexual orientation or gender, Religion or beliefs, age.
- 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 all of the protected characteristics within the Equality Act 2010

### **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.

Our procedure for responding and reporting incidents is outlined below:



#### **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. 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.

#### **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 school website
- Raise awareness of the plan through the school newsletter, assemblies, staff meetings and other communications
- Make sure hard copies are available