



EQUALITIES POLICY 2016

At Trefonen RESPECT is our core value. Mutual respect and good behaviour is the expectation of all adults and children at all times.

1. Our Ethos

We recognise that every child is special and unique. Our overall aim is to enable all young people to become successful learners, confident individuals and responsible citizens. We aim to do this by providing an environment where everyone is safe, included and learning.

2. Purpose

This single policy replaces separate policies the school has on race, disability and gender to:

- 2.1 Eliminate discrimination,*
- 2.2 Advance equality of opportunity, and*
- 2.3 Foster good relations.*

It reflects the legal duties set out in the Equality Act 2010 and non-statutory guidance set out by the government in December 2011 and March 2012. Part One sets out the school's legal duties; Part Two sets out how our school is working to promote equality of opportunity and comply with these duties.

3. Part One

This section includes:

- 3.1 Our legal duties
- 3.2 Protected characteristics
- 3.3 Prohibited conduct
- 3.4 Public sector duties
- 3.5 Reasonable adjustments

3.1 Our Legal Duties

Legislation relating to equality and discrimination is laid out in the Equality Act 2010. This legislation covers employment (work), the provision of services and public functions, and education. Employers (schools) are liable for discriminatory acts of their employees if they did not take reasonable steps to prevent such acts. Employees can be liable for acts (where an employer took reasonable steps to prevent such acts).

3.2 The 'Protected Characteristics' within equality law are:

- **Age** - A person of a particular age (e.g. 32 year old) or a range of ages (e.g. 18 - 30 year olds). Age discrimination does not apply to the provision of education, but it does apply to work.
- **Disability** - A person has a disability if s/he has, or has had, a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities. It includes discrimination arising from something connected with their disability such as use of aids or medical conditions. HIV, multiple sclerosis and cancer are all considered as disabilities, regardless of their effect.
- **Gender reassignment** - A person (usually with 'gender dysphoria') who is proposing to undergo, is undergoing or has undergone gender reassignment (the process of changing physiological or other attributes of sex, therefore changing from male to female, or female to male). 'Trans' is an umbrella term to describe people with this 'Gender Identity'. 'Intersex' or 'Third Sex' is not covered by the Act but the school will treat Intersex children with the same degree of equality as children with gender dysphoria. Children as young as five may begin to show signs of gender dysphoria and therefore it is relevant in any school environment.
- **Marriage and civil partnership** – Marriage and civil partnership discrimination does not apply to the provision of education, but it does apply to work.
- **Pregnancy and maternity** - Maternity refers to the period of 26 weeks after the birth (including still births), which reflects the period of a woman's Ordinary Maternity Leave entitlement in the employment context. In employment, it also covers (where eligible) the period up to the end of her Additional Maternity Leave.
- **Race** - A person's colour, nationality, ethnic or national origin. It includes Travellers and Gypsies as well as White British people.
- **Religion and belief** - Religious and philosophical beliefs including lack of belief. Generally, a belief should affect your life choices or the way you live for it to be included in the definition. Religion and belief discrimination does not prevent a school from carrying out collective worship or other curriculum-based activities, but pupils may withdraw from acts of collective worship. (For further information please refer to the school's Collective Worship Policy).
- **Sex** - A man or a woman.
- **Sexual orientation** - A person's sexual orientation towards the same sex (lesbian or gay), the opposite sex (heterosexual) or to both sexes (bisexual). Although children may not identify as gay or lesbian when very young, promotion of sexual orientation equality is as relevant in a primary school environment as it is in a secondary school. For example, a child may have an older sibling or parent who is gay. Children may experience friends 'questioning' or 'coming out' when they are in secondary school or college. Schools with a particular religious ethos cannot discriminate against lesbian, gay or bisexual pupils.

It is also unlawful to discriminate because of the sex, race, disability, religion or belief, sexual orientation or gender reassignment of another person with whom the pupil is associated.

3.3 'Prohibited Conduct' (acts that are unlawful):

Direct discrimination - Less favourable treatment because of a protected characteristic.

Indirect discrimination - A provision, criteria or practice that puts a person at a particular disadvantage and is not a proportionate means of achieving a legitimate aim.

Harassment - Conduct which has the purpose or effect of violating dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment. It includes harassment by a third party (e.g. customer or contractor) in the employment context.

Victimisation - Subjecting a person to a detriment because of their involvement with proceedings (a complaint) brought in connection with this Act.

Discrimination arising from disability - Treating someone unfavourably because of something connected with their disability (such as periods of absence from work or medical conditions) and failure to make reasonable adjustments.

Gender re-assignment discrimination - Not allowing reasonable absence from work for the purpose of gender-reassignment (in line with normal provision, such as sick leave).

Pregnancy/maternity related discrimination – Unfavourable treatment because of pregnancy or maternity. It includes unfavourable treatment of a woman or girl because she is breastfeeding.

Discrimination by association or perception – For example, discriminating against someone because they “look gay”, or because they have a gay brother; discriminating against someone because they care for a disabled relative.

Schools are allowed to treat disabled pupils more favourably than non-disabled pupils, and in some cases are required to do so, by making reasonable adjustments to put them on a more level footing with pupils without disabilities.

3.4 Public Sector Duties (applies to schools):

In relation to protected characteristics above, a school must, in the exercise of its functions, give due regard to the need to:

3.4.1. Eliminate discrimination, harassment, victimisation and any other prohibited conduct.

3.4.2. Advance equality of opportunity (remove or minimise disadvantage; meet people’s needs; take account of disabilities; encourage participation in public life).

3.4.3. Foster good relations between people (tackle prejudice and promote understanding).

In practice, ‘due regard’ means giving relevant and proportionate consideration to the duty, so decision makers in schools must have due regard when making a decision, developing a policy or taking an action as to whether it may have implications for people because of their protected characteristics.

3.5 Reasonable Adjustments and Accessibility Plans

Schools are required to:

- Take reasonable steps to avoid disadvantage caused by a provision, criteria or practice or a physical feature that puts a disabled person at a substantial disadvantage compared to a

non-disabled person. This involves removing or avoiding a physical feature, for example steps and lifts.

- Take reasonable steps to provide auxiliary aids/services.
- Provide information in an accessible format.
- Develop and implement (by allocating appropriate resources) Accessibility Plans which will
 - (a) Increase disabled pupils' access to the school curriculum
 - (b) Improve the physical environment
 - (c) Improve provision of information.

The duty is an anticipatory and continuing one that schools owe to disabled pupils generally, regardless of whether the school knows that a particular pupil is disabled or whether the school currently has disabled pupils. Consequently, our school will need to plan ahead for the reasonable adjustments that we may need to make, working with our admissions authority, as appropriate.

Part 2:

This section includes:

- 2.1 How our school working to meet our duties?
- 2.2 Our Responsibilities
- 2.3 Our Equalities and Accessibility Plan.

2.1 How our school is working to meet our duties.

The primary aim of Trefonen Primary School is to enable all pupils to take part as fully as possible in every part of school life by developing each child's self-confidence, recognising their strengths and encouraging them to achieve their full potential.

Trefonen Primary will take steps to advance equality of opportunity, foster good relations and eliminate discrimination or harassment across all the protected characteristics (age, race, gender reassignment, disability, marriage and civil partnership, religion and belief, pregnancy and maternity, gender, sexual orientation) within the school and wider community.

This means:

- We will actively encourage positive attitudes towards pupils and staff and expect everyone to treat others with dignity and respect.
- We will take reasonable and necessary steps to meet pupils' needs by using a variety of approaches and planning reasonable adjustments, enabling our pupils to take as full a part as possible in all the activities of the school. We will make reasonable adjustments to ensure the school environment and its activities are as accessible and welcoming as possible for pupils, staff and visitors to the school. We are also committed to ensuring staff have equality of opportunity.
- We will regularly consider the ways in which the taught and wider curricula will help to promote awareness of the rights of individuals and develop the skills of participation and responsible action.

- We will regularly consider the ways in which our teaching and the curriculum provision will support high standards of attainment, promote common values, and help pupils understand and value the diversity that surrounds them, and challenge prejudice and stereotyping.
- We will monitor the progress and achievement of pupils by the relevant and appropriate protected characteristics. This information will help the school to ensure that individual pupils are achieving their potential, the school is being inclusive in practice, and trends are identified which inform the setting of our equality objectives in the school improvement plan.
- We will collect and analyse information about protected characteristics in relation to staff recruitment, retention, training opportunities and promotions to ensure all staff have equality of opportunity. We will not ask health-related questions to job applicants before offering a job, unless it relates to an intrinsic function of the work they do. We will make reasonable adjustments such as providing auxiliary aids for our disabled staff.
- Staff will ensure the curriculum is accessible to all pupils with special educational needs and disabilities (SEND) or those for whom English is not their first language. Auxiliary aids and services will be provided for them, where reasonable adjustments are required. By planning ahead, staff will ensure that all pupils are able to take part in extra-curricular activities, and the school will monitor the uptake of these activities to ensure no one is disadvantaged on the grounds of a protected characteristic.
- We will seek the views of advisory staff and outside agencies and partnerships with other schools where this is needed. In planning the curriculum and resources the school will take every opportunity to promote and advance equality.
- Bullying and Prejudice Related Incidents will be carefully monitored and dealt with effectively. Regular training will be given to both existing and new staff to ensure that they are aware of the process for reporting and following up incidents of prejudice related bullying
- We expect that all staff will be role-models for equal opportunities, deal with bullying and discriminatory incidents and be able to identify and challenge prejudice and stereotyping.
- Throughout the year, the school will plan on-going events to raise awareness of equality and diversity. This may include a focus on disability, respect for other cultures, religions and beliefs, anti-homophobia/gay pride, gender equality, developing community cohesion and an understanding of the effects of discrimination.
- We will ensure pupil/parent/staff consultation is regularly sought in the development and review of this policy.

- We will seek the views of pupils, parents, advisory staff and visitors to the school, to ensure that the school environment is as safe and accessible as possible to all school users.
- We will review our accessibility plans regularly at premises planning meetings.
- The school welcomes a diverse range of candidates. Through the process of staff recruitment, our school encourages those who are currently under-represented to join.
- We will ensure that all staff are aware of their legal duties under the Equality Act 2010, the different forms of discrimination and what 'reasonable adjustments' mean in practice.
- Training and awareness sessions will be made available where needs are identified.
- The school will consult with stakeholders, i.e. pupils, parents/carers, staff and relevant community groups, in the consideration of accessibility and equality planning.

2.3 Our Responsibilities

2.3.1 Governing Body

- Ensure that the school complies with equality-related legislation.
- Ensure that the policy and its procedures are implemented by the Headteacher.
- Ensure all other school policies promote equality.
- Give due regard to the Public Sector Equality Duty when making decisions.

2.3.2 Headteacher

- Implement the policy and its related procedures.
- Make all staff aware of their responsibilities and provide training as appropriate to enable them to effectively deliver this policy.
- Take appropriate action in any case of actual or potential discrimination.
- Ensure that all staff understand their duties regarding recruitment and providing reasonable adjustments to staff.
- Ensure that all staff and pupils are aware of the process for reporting and following up bullying and prejudice-related incidents.

2.3.3 All staff

- Enact this policy, its commitments and procedures, and their responsibilities associated with this policy.
- Ensure that all pupils feel safe and free to engage in lessons and other learning activities
- Deal with bullying and discriminatory incidents, and know how to identify and challenge prejudice and stereotyping.
- Promote equality and good relations and not discriminate on any grounds.
- Provide safe places and opportunities for respectful discussion; taking every opportunity to challenge stereotypes and educate pupils out of prejudice.
- Celebrate pupils' strengths and achievements, remaining mindful of how different kinds of achievement appear to be valued by the school.

- Embed curriculum activities in rich and diverse cultural histories and heritage, making the most of local and wider community links
- Attend such training and information opportunities as necessary to enact this policy and keep up to date with equality legislation.
- To be models of equal opportunities through their words and actions.
- *(Refer to Staff Policy: Safe Working Practises)*

2.3.4 Pupils

- Take on board the principles of Equality of Opportunity and Diversity through teaching, learning, the curriculum discussions, visits and visitors, including sporting events.
- Celebrate diversity and promote equality of opportunity in school activities
- Show tolerance and respect for differences and challenge / report prejudice or hate crime that they encounter. Pupils should be mindful of their safety and seek assistance when required.
- Refrain from engaging in discriminatory behaviour or any other behaviour that contravenes this policy.
- *(Refer to Pupil Behaviour Policy)*

2.3.5 Visitors (e.g. parent volunteers helpers, contractors)

- To be aware of, and comply with, the school's equality policy.
- To refrain from engaging in discriminatory behaviour (for example, racist language) on school premises.
- *(Refer to Visitors Code of Conduct)*

EQUALITIES ACTION PLAN 2016

Equality Strand	Planned Outcomes	Planned Actions	By Whom	By When	Key Indicators
All	All staff and Governors are aware of the Equality Plan and understand their responsibilities. The plan is accessible to all through the school website. Promote equality by ensuring roles within school are accessible to all.	Raise awareness of the EP at Staff Meetings. Include the EP in induction programme for all new staff and governors and updates for existing staff and governors annually. Link Equality Governor to be identified, to report on training, incidents, new initiatives, resources each year. Put a copy of the EP on the website and encourage Parents to access it by making reference to it.	Headteacher Website manager. Business Equality Governor ?	Autumn 2016 and annually thereafter	Staff, Parents, Governors and children indicate awareness of the Plan. New initiatives / improvements identified.
Hate Crime Duty	The Headteacher / Governing body will use the hate crime data to assess the impact of the school's response to incidents.	Identify, respond and report hate crime incidents as outlined in the EP. Report the figures to the Governing body / Local Authority on a termly basis.	Headteacher / Governing body	Termly update	Teaching staff are aware of and respond effectively to hate crime. Consistent nil reporting is challenged by the Governing Body
Disability/ Accessibility	Improved accessibility.	Assess improvements and adjustments to facilitate access for disabled people and report to the SPR Committee on recommendations. Consider accessibility as key aspect of all project planning.	Headteacher / Link Governor / SPR Committee	Annually – Summer term review with SPR Committee	Improvements identified.
All	Tracking allows us to monitor the performance of different groups more accurately, allowing us to focus on underperformance more robustly. The gap is narrowed for equality groups	Termly analysis of pupil assessment tracking data, filtering groups (by race, gender and disability) to determine performance. Act on any trends or patterns in the data that require additional support for pupils.	Leadership Team / Curriculum and Vulnerable Pupils Link Govs	Termly as part of cohort reviews.	Outcomes of pupil surveys and analysis of teacher assessments demonstrates the gap is narrowing for equality groups
Gender / Disability / Race Equality	All children, but especially those with SEN and EAL have greater involvement in the whole range of extra-curricular activities on offer.	Survey pupil opinion via the school council/sports captains to ensure that the extra-curricular activities provided meet children's needs and interests? Encourage boys and girls to take up a wide range of activities irrespective of their gender bias. Ensure all clubs are available for both boys and girls. Promote extra-curricular activities as part of the Annual Review. Measure the uptake of extra-curricular activities according to gender, race, language, disability...	School Council / pupil Sports leaders. Staff PE & Sports Leader	Summer Term	More SEN / EAL children attend extra-curricular activities. Children view clubs as fair and not having a gender bias.
All	Increase in pupils' participation, confidence and achievement levels.	Ensure that the curriculum promotes role models and heroes that young people positively identify with, which reflects the school's diversity in terms of race, gender and disability.	Class Teachers	Ongoing	Notable increase in participation and confidence of targeted groups
All	Increase in pupil participation, confidence and positive identity – monitor through PSHE	Ensure that displays in classrooms and corridors promote diversity in terms of race, gender and ethnicity.	Head Teacher / Class Teachers	Ongoing	More diversity reflected in school displays across all year groups

All	Increase children's well-being and reduce the risk of social isolation	Use a whole school pro-active approaches to identifying and responding to any form of social isolation, including where appropriate providing reasonable alternative activities, safe spaces or bespoke programmes to support emotional self-regulation (e.g. 'No Worries' programme) Extended staff training to support children's positive mental health. Staff training in to develop greater understanding of and training supporting pupils' mental health.	All staff	Ongoing Daily observations during unstructured social time. Fortnightly 'vulnerable pupil' monitoring	At risk pupils identified. Rapid response results in increase in pupil participation in social activities with peers. Staff are confident in their ability to support pupils' positive mental health and well-being. There are no pupils at risk of social isolation.
Community Cohesion	Increase children's understanding of different celebrations e.g. Diwali, Eid, Christmas.	Celebrate cultural events throughout the year. Keep a record of events celebrated in children's books and through the Assembly Record	RE/ PSHE Leader / Class Teachers	Ongoing	Greater awareness of different communities as evidenced in PSHE/RE books.
Gender Equality	There will be more positive male role models in school.	Encourage more male volunteer in school, e.g. leading groups on day visits, listening to children read.	Headteacher /Class Teachers	Ongoing	Children's attitudes to male / female roles.
Race Equality	Greater opportunities for children to visit a range of places of worship, or experience through visitors, to allow children to develop an understanding of how different faiths worship and the diverse nature of our country.	Develop an increased schedule of visits to places of worship and also more opportunities for members of different faith groups to visit and be involved in the school.	RE Coordinator / Class Teachers	Ongoing	Children's understanding of how diverse a country England is
All	Sustained charity involvement by the children.	Regular support of a range of charities and special awareness days e.g. local deaf awareness charity, Methusela, NSPCC.	All	Ongoing	Children's awareness of the needs of others beyond their immediate locality
Gender Equality	To ensure girls and boys feel equally represented and valued in all aspects of school life.	Class Teachers and the School Council to explore both the boys' and girls' views of how they perceive 'equality' is addressed at Trefonen. Identify ways to improve equality of opportunity and representation.	School Council	Summer term	For staff to recognise and celebrate differences in learning styles and ensure opportunities are not discriminatory to any group. Children feel we are fair and they are all equally important.
All	To ensure all parents and children feel that their views are heard. To further improve communication with parents.	Carry out annual parent questionnaires: Ofsted questionnaire, safety survey... Act on suggestions made. Consult sample group of parents and children to establish their views about how the school can improve. Encourage feedback via the school website about how the website could be improved.	Headteacher / Parent Support / Advisor Website Administrator		Feedback from parents and children indicates that they feel heard.

APPENDIX A

For more information download guidance from the DfE:

<http://www.education.gov.uk/aboutdfe/policiesandprocedures/equalityanddiversity/a0064570/the-equality-act-2010>

and Equality Human Rights website:

<http://www.equalityhumanrights.com>

which includes the guidance for education providers (schools).

The Education and Inspections Act 2006 introduced a duty on all maintained schools in England to promote community cohesion. Aspects of educational legislation have also promoted equal opportunities, for example the Education Act in 2014 includes a duty for local authorities to educate children with special educational needs in mainstream schools wherever possible.

APPENDIX B

Definitions

Equality	This is more clearly defined as equality of opportunity and outcome, rather than equality of treatment. This means treating people fairly and according to their needs as some people may need to be treated differently in order to achieve an equal outcome.
Inclusive	Making sure everyone can participate, whatever their background or circumstances.
Diversity	Recognising that we are all different. Diversity is an outcome of equality and inclusion.
Cohesion	People from different backgrounds getting on well together (good community relations). There is a shared vision and sense of purpose or belonging. Diversity is valued. Relationships are strong, supportive and sustainable. Cohesion is an outcome of equality and inclusion
Community	From the school's perspective, the term "community" has a number of meanings: The school community – the pupils that we serve, their families and the school's staff. The community within which the school is located – in its geographical community, and the people who live and/or work in that area. The community of Britain – all schools by definition are part of it. The global community – formed by European and international links.
Gender Dysphoria	Gender dysphoria is a recognised condition in which a person feels that there is a mismatch between their biological sex and their gender identity. Biological sex is assigned at birth, depending on the appearance of the infant.

Gender Identity Gender identity is the gender that a person “identifies” with, or feels themselves to be.

Cathy Dunleavy
03/05/16

This policy is due for review: May 2020



EQUALITIES POLICY 2016

Name:

Designation:

I have read and understood the Trefonen School Equality Policy and Plan.

Signed:

Name (in capital letters):

Date:

Name:

Designation:

I have read Trefonen School Equality Policy and Plan, but would like to have clarification about / or further training in (please delete as necessary):

Signed:

Name (in capital letters):

Date: