



## PEWITHALL PRIMARY SCHOOL

### SINGLE EQUALITY POLICY

Please note that this school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

#### **Introduction**

Pewithall Primary School is committed to promoting quality and inclusion.

Accountability for this policy and its implementation lies with the governing body of Pewithall School.

This single policy supersedes the school's previously separate policies on ethnicity, disability and gender equality. The school's objectives are outlined in Appendix 1.

Our policy refers to all members of our school community and, in formulating objectives for each equality duty, considers the needs of young people in our community who may, so far, have found it difficult to join our school.

#### **The purpose of the policy is:**

- to state clearly how this school is fulfilling its statutory duties with regard to promoting ethnicity, disability and gender equality and with promoting community cohesion
- to set out how specific duties are addressed through objectives within the three year timescale
- to set out how the impact of these objectives are monitored, evaluated and reported on annually, pending the three yearly review of this policy in 2022

Through the implementation of this policy we will ensure that every adult, child or young person will have access to the necessary support required to enable them to reach their highest potential and that the school's procedures for management of staffing, learning and behaviour are fair, effective and equitable.

To do this, the school's leadership will, in the cycle of monitoring and self-evaluation highlight possible and actual inequalities in standards, provision and leadership and management, investigate why they take place and remove any unfairness and disadvantage.

The governors and staff at this school understand disability to be an experience rather than a condition. In other words, a person with an impairment may become disabled if reasonable adjustments are not provided in relation to the impairment. The proposed actions set out as objectives, and the terminology used, reflect this understanding.

The objectives drawn up should be specific, measurable and realistic with accountability and timescales made clear.



We will take action to ensure that, where possible, the adults and volunteers (including governors) working in our school reflects the diversity of the communities that the school serves.

The school also recognises:

- that some people may hold negative attitudes, stereotypes and myths about youth, ageing, younger and older people that can lead to people becoming socially and economically disadvantaged, excluded or marginalised
- that some members of our society may have stereotypes for both women and men and both can lose opportunities because of these stereotypes
- that people may face discrimination because of the attitudes of some parts of society towards the faith communities to which they belong
- the need to protect workers and learners from unlawful discrimination and harassment on the grounds of sexual orientation
- that all forms of bullying and discrimination are unacceptable and will not be tolerated
- that community cohesion is a process that should take place in all communities to ensure that different groups and individuals work and get on well together and promotes the capacity of new and existing members of the school community to adapt to each other

**In promoting equality we are committed to:**

- challenging stereotypes and prejudice within and beyond the school
- acquiring or managing resources to guarantee effective implementation of this policy
- making the whole school environment welcoming to all
- challenging, developing and providing opportunities for staff training
- providing opportunities for all adults and children to learn and to establish strong and positive relationships with their peers
- establish and maintain meaningful links between the school and its local and wider communities

Children, parents, staff, governors, parents and carers and other stakeholders from the school community have been consulted when drawing up this policy and will continue to be involved in its review and evaluation.

The school engaged the community as a whole by inviting comments from parents, Governors, staff and community members.

The single equality policy should be considered alongside our other school policies, but specifically referring to policies on worship, uniform, exclusion, admissions, educational visits, anti-bullying policy and the Disability Action Plan.

**Protected characteristics**

The Act covers the following protected characteristics:

- Sex
- Race
- Religion or belief
- Sexual orientation
- Gender reassignment



- Pregnancy and maternity
- Age
- Disability
- Marriage and civil partnership

Paragraph 1.15 of the DfE guidance linked above notes that age is only a protected characteristic in schools in relation to employment and the provision of goods and services. It doesn't apply to pupils, even if they're over 18. See pages 8 to 9.

This is also true for protection based on marriage and civil partnership, which applies to employment but not to pupils - see [section 84](#) of the Equality Act 2010.

## **Unlawful behaviour under the Act - real examples**

### **Direct discrimination**

This is what normally comes to mind when you think about discrimination: intentionally treating someone less favourably due to a protected characteristic. For example, [refusing to admit pupils with special educational needs](#) to protect a school's standing in league tables.

### **Indirect discrimination**

This is where a policy or practice, though applied equally to all pupils, has a disproportionate impact on a group of pupils sharing a protected characteristic. For example, a court found that a school's uniform policy that banned long hair was [discriminatory against Rastafarian boys](#).

### **Harassment**

The legal definition of harassment is:

Unwanted conduct, related to a relevant protected characteristic, which has the purpose or effect of violating a person's dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for that person.

This could be as direct as bullying someone for the colour of their skin or as broad as doing or saying something that unintentionally offends someone on the basis of gender.

It's important to point out that under the legal definition, harassment only covers disability, race, sex or pregnancy and



maternity, and **not** religion or belief, sexual orientation or gender reassignment. This doesn't mean schools are free to harass pupils with these characteristics, only that doing so will be considered direct discrimination.

## **Victimisation**

Much like the rules for whistle-blowing, it's unlawful to retaliate against someone for taking action under the Act. The [Equality and Human Rights Commission \(EHRC\) defines 'protected acts'](#) as:

- Claiming or complaining of discrimination under the Act
- Giving evidence in someone else's claims under the Act
- Claiming someone has violated the Act
- Taking any other action under the Act

The EHRC gives the example of a teacher shouting at a pupil because he believes the pupil will support another pupil's sexual harassment claim. This would amount to victimisation of the pupil.

## **Discrimination arising from disability**

You can't discriminate against someone because of something that arises from their disability. A well-publicised case involved a court finding that [a school had acted discriminatorily](#) when it excluded a pupil with aggressive behaviour, where that behaviour was the result of the pupil's autism.

## **The context of our school**

Pewithall is a non-denominational Community Primary School with 215 pupils currently on roll.

We are a mixed gender school with pupils aged 4- 11. The pupils come from a varied catchment area with a mixed socio-economic population. Extreme deprivation is not a key issue however the pupils are coming from areas which have a measure of deprivation with only 8.6% in high social class housing and over-crowding. E.G. Grange, Halton Brook and Halton LEA.

The school is 1 form entry, 7 classes, and standard admission number of 30. Pupils are taught in single age classes.

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The identified vulnerable groups are as follows: Ethnic Groups, Medical Problems, P/LAC, Free School Meals, Attendance, Disability, SEN Support, those with EHCPs and those in need pending CAF.

All pupils receive some pre-school education and on entry to reception the attainment of the majority of pupils is in line with national expectations with some pupils exceeding these. The foundation team complete an assessment of the pupils on entry.

Attendance is better than the national and LA average and there have been no exclusions. Since the last Ofsted we have been working with the EWO to reduce the number of holidays during term time i.e. 33% of absences.

Needs of the pupils vary however on entry, to reception, the majority of cohorts are at the national expectation.

The school is currently organised as seven classes - Reception – Year Six.

The aim of the school is to equip each of our pupils, to the best of our ability, with knowledge, skills and understanding, so that they may develop fully as individuals with Christian values and contribute to, participate in and enjoy the world in which they live.

The school has agreed the following values -

- Celebrate the individual
- Life-long learners
- Working together co-operatively and collaboratively
- Confidence and self esteem
- Creative thinkers and doers
- Reflective learners
- Aiming high
- Responsible members of a community
- Values and spirituality
- Mutual respect
- Real independence
- Taking pride in their work and the school

### **Reporting and reviewing this policy**

In line with requirements we will produce an annual report on the progress of any plans and review and revise the single equality policy every three years.

The annual report will be reviewed by the SLT and an annual statement will be given to the full board of Governors.

### **Complaints**

Complaints by staff will be dealt with under the Pewithall Behaviour in the Workplace Policy (also known as the Whistle Blowing Policy) for all school based staff.

### **Publication**






This policy is available electronically on the school website, in hard copy on request at the school office.

<b>2022/ 2023</b>
<b>Objectives:</b>
<b>Objective 1: To 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.</b>
<b>Objective 2: To raise levels of attainment in core subjects for vulnerable learners.</b>
<b>Objective 3: To review levels of parental and pupil engagement in learning and school life, across all activities to ensure equity and fairness in access and engagement.</b>
<b>Actions:</b>
<b>To analyse data to get the best possible outcome for all children.</b>
<b>To monitor disadvantaged pupils and give them support in specific areas of need.</b>
<b>Where pupils are high ability offer academic support which suits their ability and need.</b>
<b>To complete a parental survey to gain views on outcomes for pupils and equity.</b>

Policy reviewed: May 2022  
Policy minuted: June 2022  
Date to be reviewed: June 2024

Signed:  Headteacher

Date:

Signed:  Chair of Governors

Date: