



# **EQUALITY POLICY**

**Approved By: Curriculum, Inclusion and Community Committee**

**Ratified By: CIC**

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**Reviewed by Vice Chair Governor**

**Signed: C. Branney**

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## Equality Policy Statement

At Seaton St Paul's C of E Junior School, we are committed to ensuring equality of education and opportunity for all pupils, staff, parents, and carers receiving services from us, irrespective of race, gender, disability, faith or religion or socio-economic background. We strive to develop a culture of inclusion and diversity in which all those connected to our school feel proud of their identity and can participate fully in all aspects of school life.

We have taken an organisational approach and have ensured that all equality strands are woven into the everyday working of our school, particularly in relation to formulating policy and practice around both delivery of our service and employment but also in relation to other functions such as setting budgets, making public appointments and any funding.

The achievement of pupils will be monitored by race, gender and disability and we will use this data to support pupils, raise standards and ensure inclusive quality first teaching. We will address discrimination by the positive promotion of equality, challenging bullying, stereotypes and creating an environment which champions respect for all. At Seaton St Paul's C of E Junior School we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

The Single Equality Scheme (SES) to which this Policy Statement relates also highlights how our school has worked with and listened to the staff, pupils, parents and carers to inform development of objectives, action plans and the need and commitment required to ensure the Policy is a success. This is underpinned by our commitment to promoting positive relationships and understanding between everyone within our school community.

The SES sets out how pupils with the following protected characteristics will be protected in our school from harassment and discrimination:

- Race
- Gender
- Disability
- Religion and belief
- Sexual orientation
- Pregnancy and maternity
- Gender reassignment

This policy extends, however, to cover all aspects of vulnerability, including those associated with socio-economic factors (e.g. pupils from low income families), Children Looked After and those with Child Protection plans.

As well as delivering high quality services to our pupils, the school is also committed to being a good employer and as such the Policy outlines how we meet our varied duties in terms of recruitment and employment practices. We are also committed to be fully inclusive of all community users, including parents and carers.

As such, the Policy therefore also sets out how we will work to overcome any discrimination related to the other 'protected characteristics:'

- Age
- Being married or in a civil partnership

This Policy Statement and Single Equality Scheme Information will be reviewed every year.

## Part One – Single Equality Scheme

### Aims of the Single Equality Scheme

- to articulate our school's commitment to equality which permeates all school policies and practices.
- to ensure that everyone who belongs to, or interacts with, our school community is valued, appreciated and respected.
- to promote equality of opportunity and eliminate unlawful discrimination, harassment, victimisation and other conduct that is prohibited by the Equality Act 2010.
- to comply with statutory duties under equalities legislation.

### Purpose of the Equality Policy

This Equality Policy is our school's response to the specific and general duties in the current equality legislation under the Equality Act 2010. This policy captures how we are systematically establishing and implementing good practice in equality and diversity at Seaton St Paul's C of E Junior School.

This Equality Policy sets out how we will:

- develop and review our objectives with appropriate time scales for the future.
- eliminate discrimination.
- eliminate harassment or victimisation related to any aspect of social identity or diversity;
- promote equality of opportunity;
- promote positive attitudes to all aspects of diversity and social identity;
- encourage participation by disabled people and people representing different aspects of social identity in public life;
- take proportionate action to address the disadvantage faced by groups of pupils.

### Planning to Eliminate Discrimination and Promote Equality of Opportunity

This policy is underpinned by the core belief that all children and young people belong within their local community and share the same rights to membership of that community and a great quality education. An action plan linked to our objectives accompanies this Equality Policy which identifies what we are doing over the upcoming year and beyond to ensure our school is more accessible for the whole community, irrespective of people's backgrounds and needs.

It covers our duty to promote positive outcomes in relation to race, gender and disability, but it also recognises actions to address other social identities. Additionally, it encompasses our duties to plan ahead for reasonable adjustments we need to implement to best help disabled students who may or may not come to our school. This includes reasonable and proportionate steps to overcome barriers that may impede some pupils.

The Objectives and Action Plan sets out how we will increase access to education for disabled pupils, alongside other protected groups in these following areas:

- increasing the ways in which disabled pupils can participate in our school curriculum;
- improving the school environment to increase the extent to which disabled people can take advantage of education and associated services for example afterschool clubs;
- improving our delivery of information to disabled pupils which is provided in writing for pupils who are not disabled.

When developing the policy, we considered the DfE Equality Act 2010 guidance and the Ofsted Inspection Framework, which places a strong focus on improving the learning and progress of groups and closing gaps in standards which heavily influenced our action plan and objectives.

The action plan is reviewed annually and progress towards the equality objectives is reported on to the Governing Body. The objectives have been identified through consultation with pupils, parents and carers, Governors and staff.

This action plan is understood and implemented by all staff and is available on the school website/on request.

## Roles and Responsibilities for Implementing the Single Equality Scheme

The Governing Body:

The Governing Body will:

- ensure that our school complies with all relevant up-to-date equalities' legislation;
- recommend all governors receive training in all equality duties;
- designate a governor with specific responsibilities for the Equality Policy;
- support the headteacher in implementing any actions necessary;
- ensure that people are not discriminated against when applying for jobs at our school on groups of race, gender, belief or religion, sexual orientation, disability, age, gender reassignment etc.
- take all reasonable steps to ensure our school gives access to people with disabilities, and strive to ensure all school communications are as inclusive as possible for parents, carers and pupils;
- keep aspects of the school's commitment to the Equality Policy under a constant review;
- welcome applications to join our school, irrespective of a child's socioeconomic background, race, gender, disability, religion or belief etc.
- inform and consult with parents about the Equality Scheme;
- annually review the information supporting the scheme and evaluate the success of the schools Equality Policy taking account of quantitate (data) and qualitative evidence (surveys).

The Head teacher (or senior leader responsible for equalities):

The role of the Head teacher or other senior leader is to:

- ensure that staff and parents are informed about the Equality Policy;
- ensure that staff are aware of their responsibilities and are given appropriate training and support which helps implement the policy;
- treat all incidents of unfair treatments and any incidents of bullying or discrimination, including racist incidents with seriousness and appropriate action;
- promote the principle of equal opportunity when developing the curriculum, and promote respect for other people and equal opportunities to participate in all aspects of school life;
- report any incidents of racism in accordance with the Equality Act and Local Authority guidance;
- deal with complaints of discrimination and harassment quickly and notify complainants of the outcome and actions taken;
- ensure that SLT are kept up to date with any development affecting the policy/action plan;
- provide appropriate support and monitoring for all pupils and specific targeted pupils whom the policy has direct relevance, with the assistance from any associated agencies;

- manage any day to day issues arising from the policy whether for pupils, for our school as an employer or for our local community.

All Staff: teaching, non-teaching and other adults involved with our School will:

- promote an inclusive and collaborative ethos;
- challenge prejudice and discrimination;
- deal fairly and professionally with any prejudice-related incidents that may occur;
- plan and deliver curricula and lessons that reflect the school's principles, for example, in providing materials that give positive images in terms of race, gender and disability;
- maintain the highest expectations of success for all pupils;
- support different groups of pupils in their class through differentiated planning and teaching, especially those who may (sometimes temporarily) find aspects of academic learning difficult;
- keep up-to-date with equalities legislation relevant to their work;
- know how to deal with incidents of concern, and how to identify and challenge bias and stereotyping;
- know procedures for reporting incidents of racism, harassment and other forms of discrimination.

We will provide training and guidance on Equalities for all staff new to the school as part of the induction procedure. We will go through the principal expectations and duties of the Equality Act at a whole staff meeting at the start of the school year.

Pupils will:

- understand how equality relates to them, appropriate to their age and ability through our curricula;
- be expected to act in accordance with any relevant part of the policy;
- experience a curriculum and environment that is respectful of diversity and prepares them well for a life in a diverse society;
- understand the importance of reporting any bullying or incidence of racism or discrimination;
- ensure the peer support within school promotes understanding and helps pupils who are experiencing discrimination.

Visitors will:

All visitors to the school, including parents and carers are expected to support our commitment to equalities and comply with the duties set out in this policy. We will provide guidance and information in school newsletters to enable them to do this. Additionally, this policy is available on the school website and on request if any queries or questions arise about its implementation.

## School Aims Statements

### Staffing and Employment

We fully comply with legislation which protects our staff and other adults working within our school, from discrimination based on the protected characteristics. To do this we will:

- ensure all staff are trained to help them understand the equality duties and the needs of protected groups within our school community and can identify areas for development;

- make reasonable adjustments as necessary to prevent disabled people being at a disadvantage in comparison to nondisabled people;
- monitor recruitment and retention;
- invest in continued professional development for all staff;
- make efforts to ensure staff diversity reflects that of our local community and wider society;
- ensure the safety and wellbeing of our staff and take seriously/act on incidents of harassment and discrimination whilst recognising that staff could be either victims or perpetrators.
- not enquire about the health of applicants until a job offer has been made or require a generic all encompassing health questionnaire as a part of the application process unless the questions are job specific – for example ensuring PE applicants have the physical capabilities to carry out their duties.

### Pupils Attainment and Progression

Seaton St Paul's C of E Junior School expects high standards. All staff have high expectations of all pupils and continually seek to challenge them to achieve their best. As a school we recognise and value all forms of achievement. We monitor and analyse performance by gender, special educational needs, disability, ethnicity and social backgrounds. Any disparities which are identified will be addressed through targeted curriculum planning, high quality teaching and additional support for example interventions.

### Curriculum Development and Delivery

We aim to provide all our pupils the opportunity to succeed and to reach the highest level of personal achievement. To do this, we will:

- encourage classroom (age appropriate) and staffroom discussions about equality issues which reflect on social stereotypes, expectations and their impact on learning;
- take account of the achievements of all pupils when planning for future learning and setting challenging tasks/targets;
- ensure equal access to all pupils and prepare them for life in a diverse society;
- provide opportunities for children to explore their own culture and celebrate the diversity of other cultures;
- promote activities that celebrate common experiences as well as those that recognise diversity to foster understanding and respect for cultures and faith of all pupils and families;
- utilise self-assessment as a teaching strategy and provide our pupils with opportunities to take responsibility for their own learning through peer feedback, reflection and adult feedback on their progress;
- inspire pupils to become independent and assist them in taking responsibility for their own learning and behaviour.

### Pupil Welfare and Pastoral Care

We aim to promote health, safety and welfare of all children and staff providing a caring and supportive pastoral system that takes account of their needs. To do this we will:

- expect all staff, visitors and volunteers working within school to foster a positive atmosphere of mutual respect and trust;
- challenge stereotypes and foster pupils' critical awareness and concepts of fairness to enable them to detect bias and challenge inequality;

- provide support for pupils learning English as an additional language and encourage pupils to use their home and community languages to enhance their learning;
- give support to victims of harassment and bullying. All perpetrators are dealt with according to the Whole School Behaviour Policy and are provided with support to consider and modify their behaviour;
- ensure guidance and support for pupils is delivered in a way that does not discriminate against pupils with unseen impairments such as visual, hearing, mobility, cognitive and prone to seizures etc;
- enable access to discreet facilities for pupils who require personal or intimate care to protect their dignity and foster respect for their individual needs.;

#### The Quality of Provision – Curriculum and Other Activities

We aim to provide an appropriate curriculum for pupils of all background that covers the DfE curricula and that is tailored to suit the needs of our school. To do this we:

- monitor and evaluate its effectiveness through target setting and attainment analysis;
- ensure all pupils participate in the mainstream curriculum of the school;
- develop and continuously monitor our curriculum to ensure it builds on pupils' starting points and is differentiated appropriately to ensure the inclusion of:
  - boys and girls
  - pupils learning English as an additional language
  - pupils from minority ethnic groups, including Gypsies and Travellers
  - pupils who are gifted and talented
  - pupils with special educational needs
  - pupils with a disability
  - pupils who are looked after by the Local Authority
  - pupils who at a risk of disaffection and exclusion
  - pupils who are the subject of child protection plans
  - pupils who are the subject of early help plans
- ensure that each area of the curriculum is planned to incorporate the principles of equality and promote positive attitudes to diversity. All subjects contribute to spiritual, moral, social and cultural development of all our pupils;
- encourage pupils to explore bias and challenge prejudice and stereotyping through our diverse curriculum;
- provide extracurricular events and educational visits/excursions ensuring they take account of the capabilities of all pupils including cultural differences, physical and cognitive disabilities;
- make use of internet-based technologies to support high quality learning and teaching experienced irrespective of pupil's disabilities.

#### The Prevent Duty 2015 – Curriculum and Safeguarding Provision

To fulfil the Prevent duty, it is essential that all our staff are able to identify children who may be vulnerable to radicalisation, and know what to do when they are identified. Protecting children from the risk of radicalisation is a part of our wider safeguarding duties, and is similar in nature to protecting children from other harms (e.g. drugs, gangs, neglect, sexual exploitation), whether these come from within their family or are the product of outside influences.

As a school, we aim to build pupils' resilience to radicalisation by promoting fundamental British values. We provide a safe environment to debate controversial issues and help them to understand

how they can influence and participate in decision making. As a part of our curriculum we actively promote equality alongside the spiritual, moral, social and cultural development of pupils. To do this we:

- provide pupils with time to explore sensitive or controversial issues equipping them with the knowledge and skills to understand and manage difficult situations;
- we teach pupils to recognise and manage risk, make safer choices and recognise when pressure from others threatens their personal safety and wellbeing.
- ensure children develop effective ways of resisting pressures, including knowing when, where and how to get help.
- encourage pupils to develop positive character traits through PSHE, such as resilience, determination, self-esteem, and confidence.

### Behaviour and Attendance

Seaton St Paul's C of E Junior School Policy on Behaviour - Rewards, Sanctions and Exclusions - takes full account of the new duties under the Equality Act. We make reasonable, appropriate and flexible adjustment for pupils with a disability. We closely monitor data on exclusions and absence from school for evidence of over-representation of different groups and act promptly to address any concerns.

In school we want to provide opportunities for them to explore the complexities and subtleties in order to prevent and respond to incidents and situations. We will address the experience, understanding and needs of the victim, perpetrator, bystanders and the wider school community through our actions and responses. In order to implement the Whole School Behaviour Policy, we:

- expect all staff operate consistent systems of rewards and sanctions;
- recognise that disability and cultural background may affect behaviour.
- have procedures for disciplining all pupils and managing behaviour that are fair and applied equally to all;
- encourage staff to explore their own views and attitudes to difference and monitor their practice in relation to this policy. Adults in school lead by example, demonstrating high expectations of all pupils thus no personal views should affect its implementation;
- ensure staff are trained to deal effectively with acts of bullying, harassment, racial incidents and prejudice and are offered support to effectively handle such matters;
- have clear procedures in place so that all forms of bullying and harassment, including racism, disability, sexism and homophobia, are dealt with promptly, firmly and consistently and are in line with relevant Cumbria LA policies such as those for anti-bullying and dealing with racist incidents. All forms of harassment are recorded, monitored and dealt with in line with relevant school policies;
- make provision for leave of absence for religious observance, for staff as well as pupils;
- ensure that families are aware of their rights and responsibilities in relation to pupil attendance and absence cases are always followed up in a way that takes account of cultural issues or matters relating to a pupil's disability;
- fully support children with long-term medical needs who may have disparities in their attendance due to hospital admittance or if they aren't well enough to attend on a regular basis.

### Partnership with Pupils, Parents, Carers and the Wider Community

We have established great links with our local and wider communities. We welcome them into our school, from them, we learn about different cultures and issues outside school and can establish mechanisms for addressing them within school.

Participation is based on information gained about representation of different groups. We aim to do this whilst recognising issues of sensitivity in relation to different protected characteristics. We take steps to ensure disabled children, young people, parents and carers are involved. To do this we will:

- ensure progression reports are clearly written and free from technical terminology to encourage parents to participate in their child's education.
- enable alternative accessible opportunities for pupil progress appointments or informational meetings;
- parents are fully involved in the school-based response for their child with special educational needs, understand the purposes of any intervention or programme of action and are told about the parent partnership service when SEN is identified;
- monitor parental involvement and have strategies to raise participation of underrepresented groups of parents and sections of the community.

### Leadership and Management

We have a clear admissions policy and procedures which are based upon the guidelines issued by Cumbria's Local Authority. Our aim in school is to ensure that our admissions process is fair, transparent and unbiased to all pupils. We will also ensure that our employment practices reflect equality and diversity set out in this policy. To do this we will:

- admit children onto school role with identified special educational needs. Pupils with statements of special educational needs will always be admitted unless, through the statutory assessment process it is identified that the pupil's inclusion would be incompatible with the efficient education of other children;
- adhere to recruitment and selection procedures which are fair and in line with the statutory duties of our Governing body;
- recognise the value and skill of all staff, including non-teaching and part-time staff. All staff and volunteers are given status, support and are encouraged to share their knowledge;
- ensure that resources and displays in our school reflect the experience and backgrounds of pupils, promote diversity and challenge stereotypes. They are reviewed regularly to ensure that they reflect the inclusive ethos of the school;
- ensure that staff training continually highlights equality issues – as a part of our induction programme equality is incorporated for all new staff;
- ensure that everyone associated with the school is informed of the contents of this policy. All staff and visitors must support the ethos of the school, promoting equality and challenging bias and stereotyping wherever they observe it;
- ensure all staff members understand the definition of disability in accordance to the Equality Act 2010.

### Linguistic Diversity

We recognise and celebrate the linguistic diversity of the British society in school and look for opportunities to enrich our curricular experience of all of our pupils by:

- highlighting how English has linguistically borrowed from other languages;
- raising awareness of the similarities and differences between English and other languages;

- reflecting the multilingual nature of the wider society in our resources;
- acknowledge differences in syntax with non-spoken forms of English.

### Gender Equality

Seaton St Paul's C of E Junior School is committed to combatting discrimination on the grounds of gender and promoting the equality of women and men. We welcome the requirements of the Gender Equality Duty and this section sets out our commitment to meeting this duty. We will give regard to the need to:

- eliminate unlawful discrimination and harassment on the grounds of gender, including domestic violence, sexual violence, bullying and exploitation;
- promote equality of opportunity between women and men;
- recognise societal stereotypes based on both women and men, and opportunities can be lost due to these;
- work in partnership with other agencies to eliminate sexual harassment and other hate crimes;
- ensure the rights, under the Gender Recognition Act 2003 of transgender people.

### Admissions and Exclusions

Our admissions arrangements are fair and transparent and do not discriminate based on gender, race, disability or socioeconomic factors in any way.

Exclusions will always be based on the school's Whole School Behaviour Policy. We closely monitor exclusions to avoid any potentially adverse impacts and ensure all discrepancies are identified and actioned to eliminate these. We will ensure we take all responsible steps to prevent exclusion of a pupil for a reason related to any disability they may have.

## Part Two

### Seaton St Paul's C of E Junior School - Single Equality Scheme Information

#### Our School Profile

Seaton St Paul's C of E Junior School is a LA and Church Diocese Maintained Junior School for 7-11 year old pupils. The number on roll is currently 213 pupils. The percentage of children receiving the Pupil Premium Grant is 18.8%. 13.6% of our pupils are on the Special Needs register with 0.9% on Educational Health Care Plans.

The majority of our pupils transfer from Seaton Academy School into Year 3. Our school is situated in an area that has a mixed catchment taking in local villages and towns.

We have a breakfast and afterschool clubs which operate daily from 7:50am each morning and to 4:30pm each evening. This offers out of school hours term time child care facilities for our pupils to utilise when they require it.

We are a church school with a strong family and community ethos which develops the whole child. We have never had problems attracting staff and currently have a full teaching staff complement. The LA deals with admissions to the school. When we are made aware of pupils who are joining the school with disabilities, we arrange to meet both the pupil, the parents and involve professionals

from the Local Authority and the Health Authority in order to ensure that any adjustments required to the school building are made in readiness for the pupil starting school.

Our building is accessible with ramped access and is level throughout the building enabling access to any wheelchair users. Additionally, we have five disabled toilets in the main building (one staff toilet and four pupil toilets) including our reception area which is accessible to disabled people, however we do not have a hearing link fitted for those with hearing impairments.

We have 1 child with English as an additional language and 3 children with ethnicities other than White British. Information for parents and others is provided in written and verbal form. All information is offered in alternative formats on request. Recruitment procedures are based on those provided by the LA with all advertising being processed through the County HR and Advertising Team.

### Disability Equality Duties

Our commitment to disabled pupils and their families and staff's equality has numerous objectives:

We will promote equality for disabled people by:

- removing barriers to accessibility in relation to education, employment and access to services, information and buildings;
- encourage good practice by our partners through our advisory capacity;
- ensuring we take their needs into account when procuring goods and services from our providers;
- continually promote positive images of disabled people;
- challenge patronising and discriminating attitudes;
- maintaining and promoting a safe environment which challenges antisocial or bullying behaviour against, or harassment of, disabled pupils, staff and families.

We currently have 2 children and no staff members with physical disabilities.

We welcome the requirements of the Disability Equality duty and this section sets out our commitment to meeting the duty. Our Policy shows how we promote disability equality across all areas of the school, to disabled pupils, staff, parents, carers and other school users.

### Racial Equality Duty and Community Cohesion

Seaton St Paul's C of E Junior School recognises that Black, Asian and Minority Ethnic (BAME) people experience discrimination on basis of race, nationality, religion and ethnic origin. Racial harassment and violence are one of the most serious consequences of racism, damaging people emotionally and physically and limiting life choices and opportunities.

Our school takes all necessary measures to prevent and challenge racial harassment and assist BAME people to live free from harassment and to feel safe as they enjoy and achieve throughout their educational life at Seaton St Paul C of E Junior School. In order to comply with this duty, we will:

- keep accurate records of all ethnic and religious groups, their backgrounds, needs and how we respond to them;
- encourage dialogue between different racial groups on the appropriateness of our educational provision;
- prevent racial discrimination and promote equality of opportunity and good relations between members of different cultural, racial and religious groups;
- encourage pupils and their families to participate fully in all aspects of school life;

- counter myths and misinformation that may undermine good community relations;
- ensure all members of the school community including pupils, their families as well as our partners in the local community understand the principles of good race relations.

### Gender Equality Duties

In accordance with our Single Equality Scheme, we welcome the requirements of the Gender Equality duty and this section sets out our commitments to meeting the duty.

- eliminate unlawful discrimination and harassment on the grounds of gender including domestic and sexual violence, bullying and exploitation;
- promote equal opportunities between women and men in all our functions. At Seaton St Paul's C of E Junior School there are 31 female members of staff and 4 males.
- information regarding attainment of different genders is gathered annually from FFT etc.
- assessment for learning is monitored termly and results impact on future planning in class and through whole school initiatives such as streaming children for numeracy and spelling.
- achievement of both sexes is monitored and anomalies addressed through action plans when necessary.
- A teacher will receive training in 'Understanding and Responding to Developmental Trauma in Schools' including ACEs in March 2022 to further safeguard and support our pupils. We also have a qualified mental health practitioner trained to support children with emotional issues and family trauma, along with 4 members of staff who have been on specific training in mental health for children;
- Staff also work closely with different multi agencies to ensure the best support can be provided to children and their families.

### Religion and Belief Equality Duties

- Seaton St Paul's C of E Junior School recognises that people can face discrimination because of attitudes in society towards the religious communities to which they belong. Religious based hate crime has been increasing in recent years, developing a character that is distinct from race hate crime.
- We recognise that a person's religious beliefs may mean that they have different needs, demands and expectations, which require flexibility.
- We are committed to eliminating illegal discrimination and exclusion on the basis of religion or belief.
- As a Church of England school, a daily act of collective worship is carried out with the children which is Christian in nature along with both a lunch time and end of day prayer. However, other faiths are regularly celebrated.

### Sexual Orientation Equality Duties

- Seaton St Paul's C of E Junior School is committed to combating discrimination faced by LGBTQIA people. We aim to ensure equality of opportunity for LGBT+ people across services and employment.
- We will respect the rights of all individuals to be open about their sexual orientation, challenge any homophobia and stereotyping and seek to improve knowledge about LGBTQIA communities, both internally and to the community as a whole.
- Our school recognises the need to protect all pupils from unlawful discrimination and harassment on grounds of sexual orientation as required by the Equality Act 2010. We will take a proactive approach to preventing all forms of homophobia within the school and will

assess the impacts of our policies and procedures on promoting sexual orientation equality as a part of the Equality Impact Assessment Process.

- Awareness and acceptance are promoted through the PSHCE area of the curriculum and corresponding materials. We also have visits from the life bus and regular visits from our local PCSO.
- We will deal with complaints of discrimination and harassment quickly and according to the Cumbrian Local Authority and national guidelines and notify complainants of the outcome and actions taken.

### Pregnancy and Maternity Equality Duties

Seaton St Paul's C of E Junior School recognises that the Equality Act 2010 now specifically includes the need to protect female students who are on work placement and are pregnant or who have recently given birth from discriminatory practices. Female staff are already covered under existing employment legislation. Students on placement are protected from discrimination because:

- She has given birth and unfavourable treatment occurs within a period of 26 weeks beginning on the day she gave birth;
- a female student is protected even when the baby is stillborn, so long as she was pregnant for at least 24 weeks before she gave birth;
- both direct and indirect discrimination related to pregnancy and maternity relate to the person being disadvantaged and treated unfavourably.

### Publication and Dissemination of the Equality Policy

The Equality Policy is published on our school website and is available as a printed version in our school office and a summary is printed in our school brochure. In addition to this, it is given to all new staff members as a part of our induction process.

We ensure that the whole school community knows about the policy, objectives and data through the school newsletter, assemblies, staff meetings and other communications.

We publish on the school's website copies of relevant policies and guidance, including those on behaviour, anti-bullying and special educational needs.

### Complaints

If a member of the public feels that they have suffered harassment or being treated unfairly by the School because of their sex, race, nationality, ethnic group, regional or national origin, age, marital status, disability, political or religious belief, sexual orientation or class they should report this without fail through the School's Complaints Procedure.

Complaints by staff will be dealt with under the Grievance Procedure, as appropriate.

We take all external and internal complaints seriously and will not tolerate any form of discriminatory behaviours. Complaints about staff will be investigated using the appropriate procedures.

Monitoring complaints is also an alternative method of gathering information to establish whether we are meeting our equality duties. We will report regularly to the Governing Body on complaints made and action taken.



## APPENDIX A: EQUALITY ACTION PLAN

| Public Sector Equality Duty  | Equality Objectives   | Actions  | How will the impact of the action be monitored?   | Who is responsible  | Time Frames                                 | Progress commentary |
|--|---|--|---|---|---|---------------------|
| <b>All aims of the duty</b>  | To increase the participation of pupils/students from minority, marginalised or vulnerable backgrounds in school life.  | Identify which groups are underrepresented in the School Council and/or pupil voice processes within the school. Set up group of pupils/students to develop actions which better involve the target group.   | Increase pupil voice representation from pupils who are within the protected characteristics.   | Senior Leadership Team/Head of Pastoral Care.             | Reviewed termly by SLT and subject leaders. |                     |
| <b>Eliminate discrimination, harassment and victimisation</b>          | Ensure that displays in classrooms and corridors promote diversity in terms of race, gender and ethnicity.  | Displays in classrooms and corridors will promote diversity in terms of race, gender and ethnicity.  | Increase in pupil participation, confidence and positive identity – monitor through PSHCE.  | Headteacher<br>Senior Leadership Team<br>Subject leaders. | Reviewed termly by SLT and subject leaders. |                     |
| <b>Advance equality of opportunity between different groups</b>        | 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. | Curriculum planning promotes role models and heroes that young people positively identify with, which reflects the school's diversity in terms of race, gender and disability.   | Increase in pupils' participation, confidence and achievement levels.   | Headteacher<br>Subject leaders.                           | Reviewed termly by SLT and subject leaders. |                     |
| <b>Eliminate unlawful discrimination, harassment and victimisation</b> | To prevent and respond to all hate incidents and prejudiced based bullying.   | To review and update existing policies and procedures relating to bullying using the Equality Impact Assessment method. Access staff training. Ensure continuing professional development for staff to develop skills in identifying and challenging homophobia and transphobia. | Pupils/students feel safer as they are assured that incidents will be dealt with promptly and fairly. Increased staff confidence. Accurate reporting Rates. | SLT/Antibullying Lead.                                    | Reviewed termly by SLT and subject leaders. |                     |

|   |   |   |   |                                 |   |  |
|---|---|---|---|---------------------------------|---|--|
|   |   | Promotion of hate incident recording to pupils/students.  |   |                                 |   |  |
| <b>Eliminate unlawful discrimination, harassment and victimisation<br/>Fostering and improving good relations</b> | To ensure LGBT+ pupils are accepted and homophobia is challenged.   | Utilise resources in PSHCE to discuss and learn about the LGBT+ community.<br><br>Ensure continuing professional development for staff to develop skills in identifying and challenging homophobia and transphobia. | Increase in pupils' participation, confidence and achievement levels. | PSHCE Coordinator.              | Reviewed termly by SLT and subject leaders. |  |
| <b>Foster good relations between different groups</b>   | Promote spiritual, moral, social and cultural development through assemblies with reference to equality and diversity.  | Spiritual, moral, social and cultural development through assemblies with reference to equality and diversity.  | Assembly planning file PSHE/RE assessments.                           | Headteacher<br>Subject leaders. | Reviewed termly by SLT and subject leaders. |  |
| <b>Advance equality of opportunity</b>  | To increase social and emotional skills for pupils/students with behavioural, emotional and social difficulties (BESD). | Train staff to deliver small group work sessions to support targeted pupils/students in developing social and emotional skills.<br>Introduce nurture groups for the most vulnerable.                                | Increase in pupils' participation, confidence and achievement levels. | Headteacher and SENDCO.         | Reviewed termly by SLT and subject leaders. |  |

## Appendix B: Relevant Legislation

### EQUALITY ACT 2010

On 1 October 2010, the Equality Act 2010 replaced all existing equality legislation such as the Race Relations Act, Disability Discrimination Act and Sex Discrimination Act. It has consolidated this legislation and provides changes particular to Schools.

The Act protects staff, pupils and others from discrimination and harassment based on 'protected characteristics':

- Disability
- Gender
- Race
- Age (staff only)
- Religion and belief
- Sexual orientation
- Gender reassignment
- Marriage and Civil Partnership
- Pregnancy and maternity

This relates to:

- Prospective pupils
- Pupils at the school
- In some limited circumstances, former pupils

### Public Sector Equality Duties

Public sector equality duties are legal requirements on public bodies to have 'due regard' to the need to eliminate discrimination, advance equality of opportunity and promote good relations between people with different protected characteristics when they are exercising their public functions.

The purpose of the Equality Duties is not to be process driven and bureaucratic but rather an outcome-based method of ensuring that schools are best meeting the needs of all their pupils. Prior to April 2011 maintained schools and Academies were bound by the three public sector equality duties to promote disability, race and gender equality.

The Equality Act 2010 introduces a single equality duty on public bodies. The single equality duty came into effect in April 2011 and has three main elements. In carrying out their functions, public bodies will be required to have due regard to the need to:

- Eliminate conduct that is prohibited by the Act,
- 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.

### New Protection in Schools

Protection against discrimination is now extended to pupils who are pregnant or have recently given birth, or who are undergoing gender reassignment.

### Health Related Questions for Job Applicants

It is now unlawful for employers to ask health-related questions of applicants before a job offer, unless the questions are specifically related to an intrinsic function of the work. This means that schools should no longer, as a matter of course, require job applicants to complete a generic health questionnaire as part of the application procedure. DfE are considering the implications of this in relation to existing guidance for schools on establishing fitness and ability to teach (as required by the Health Standards (England) Appendix A 2 Regulations 2003). In the meantime, schools are advised to review their existing practices to ensure they are complying with both the Health Standards Regulations and Section 60 of the Equality Act 2010. Schools may decide to ask necessary health questions after job offer. In any case, they should ensure that any health-related questions are targeted, necessary and relevant to the job applied for.

### Positive Action

New Positive Action provisions will allow schools to target measures that are designed to alleviate disadvantages experienced by, or to meet the needs of, pupils with protected characteristics. Such measures will need to be a proportionate way of achieving the relevant aim. Previously a school providing – for example – special catch-up classes for Roma children or a project to engage specifically with alienated Asian boys might have been discriminating unlawfully by excluding children who didn't belong to those groups.

### Victimisation

It is now unlawful to victimise a child for anything done in relation to the Act by their parent or sibling.

### Auxiliary Aids

The Act extends the reasonable adjustment duty to require schools to provide auxiliary aids and services to disabled pupils. At the time of writing, the relevant provisions of the Act relating to this area had not come into force. Schools will be advised of when this is the case.

### Publication of the Scheme

Details of the school Scheme and the objectives must be published by 6 April 2012.

### ACCESSIBILITY PLANNING

Accessibility planning is a statutory duty and can be incorporated into the Single Equality Scheme. Your Accessibility Plan can, if you wish, be provided as an Appendix to the Single Equality Scheme. Schools must plan for:

- Increasing access for disabled children and young people to the school curriculum
- Improving access to the physical environment of schools; and
- Improving the delivery of written information to disabled children and young people.

The first plans were required to be in place by April 2003. Therefore, as schools come to review their accessibility plans they should consider building these actions into their Equality Scheme.

## Prevent Duty 2015

On Wednesday 1<sup>st</sup> July 2015 the Prevent duty (section 26) of 'The Counter-Terrorism and Security Act' (2015) came into force. This duty places the responsibility on local authorities and schools to have due regard to the need to prevent people from being drawn into terrorism.

It is essential that staff are able to identify children who may be vulnerable to radicalisation, and know what to do when they are identified. Protecting children from the risk of radicalisation should be seen as part of schools' wider safeguarding duties, and is similar in nature to protecting children from other harms (e.g. drugs, gangs, neglect, sexual exploitation), whether these come from within their family or are the product of outside influences.

Ofsted's revised common inspection framework for education, skills and early years, which came into effect from 1 September 2015, makes specific reference to the need to have safeguarding arrangements to promote pupils' welfare and prevent radicalisation and extremism.

The statutory guidance on the Prevent duty summarises the requirements on schools and childcare providers in terms of four general themes: risk assessment, working in partnership, staff training and IT policies.

### Risk Assessment

The statutory guidance makes clear that schools are expected to assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. This means being able to demonstrate both a general understanding of the risks affecting children and young people in the area. For example, displaying vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs.

*There is no single way of identifying an individual who is likely to be susceptible to a terrorist ideology. As with managing other safeguarding risks, staff should be alert to changes in children's behaviour which could indicate that they may need help or protection.*

### Working in Partnership

The Prevent duty builds on existing local partnership arrangements. Local Safeguarding Children Boards (LSCBs) are responsible for co-ordinating what is done by local agencies for the purposes of safeguarding and promoting the welfare of children in their local area.

Effective engagement with parents and family members is also important as they are in a key position to spot signs of radicalisation. It is important to assist and advise families who raise concerns and be able to point them to the right support mechanisms.

Within Cumbria, all Prevent referral emails are sent to [prevent@cumbria.police.uk](mailto:prevent@cumbria.police.uk) and if there is a risk of significant harm the Cumbria Multi-agency Safeguarding Hub would be contacted. All agreed referral procedures should be clear and all staff should be aware of the process including what Channel is and how to refer people to it.

### Staff Training

As a minimum, schools should ensure that the Designated Safeguarding Lead undertakes Prevent awareness training and is able to provide advice and support to other members of staff on protecting children from the risk of radicalisation.

## IT Policies

The statutory guidance makes clear the need for schools to ensure that children are safe from terrorist and extremist material when accessing the internet in schools. Schools should ensure that suitable filtering is in place.

More generally, schools have an important role to play in equipping children to stay safe online, both in school and outside. Internet safety will be integral to a school's ICT curriculum and can also be embedded in PSHCE.

## APPENDIX C: Check List for Staff and Governors

- The school collects information on race, disability and gender with regards to both pupils and staff, e.g. pupil achievement, attendance, exclusions and staff training.
- This information is used to inform the policies, plans and strategies, lessons, additional support, training and activities the school provides.
- The Equality Policy and Plan and Objectives have been shaped by the views, input and involvement of staff, parents, governors, pupils and other stakeholders.
- The school publishes information to demonstrate purposeful action on the general duties.
- The school analyses Pupil achievement in terms of progress and standards for different groups and takes action when there trends or patterns indicate a need.
- The school sets Equality Objectives to improve outcomes for vulnerable pupils and monitors progress on reaching these objectives.
- A senior member of staff has responsibility for coordinating the implementation of the policy and monitoring outcomes.
- The school ensures that all staff understand and implement the key requirements of the Equality Policy.
- The school ensures that visitors to the school understand and follow the key requirements of the Equality Policy.
- The curriculum includes opportunities for all pupils to understand and celebrate diversity and difference.
- All groups of pupils are encouraged to participate in school life and make a positive contribution, e.g. through class assemblies and the school council.
- The school monitors bullying and harassment of pupils in terms of difference and diversity (i.e. different groups) and takes action if there is a cause for concern.
- Visual displays and multi-media resources reflect the diversity of the school community.
- Minority ethnic, disabled and both male and female role models and those of vulnerable groups are promoted positively in lessons, displays, discussions and class assemblies.
- The school takes part in annual events such as Black History Month, Deaf Awareness Week, No Pens Day, One World Week etc. to raise awareness of issues around race, disability and gender.
- The school environment is increasingly accessible possible to pupils, staff and visitors to the school – including the acoustic environment.
- Open evenings and other events which parents, carers and the community attend are held in an accessible part of the school and issues such as language barriers are considered.
- The accessibility needs of parents, pupils and staff are considered in the publishing and sending out of information.
- The Governing Body is increasingly representative of the community it serves Procedures for the election of parent governors are open to candidates and voters who are disabled.