St Ives Infant School

Public Sector Equality Duty

Introduction

The Equality Act 2010 replaced all previous equality legislation such as the Race Relations Act, Disability Discrimination Act and Sex Discrimination Act. It provides a single, consolidated source of discrimination law, covering all the types of discrimination that are unlawful. It simplifies the law by removing anomalies and inconsistencies that had developed over time in the existing legislation, and it extends the protection from discrimination in certain areas.

It is unlawful for a school to discriminate against any pupil or prospective pupil by treating them less favourably because of their:

- Sex
- Age
- Race
- Disability
- Religion or belief
- Sexual orientation
- Gender reassignment
- Pregnancy or maternity

Under the equality act these are known as 'protected characteristics'.

It is also unlawful to discriminate because of a characteristic which you think a person has, even if you are mistaken. Unlawful behaviour includes direct and indirect discrimination, harassment and victimisation.

However, 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.

The act deals with the way in which schools treat their pupils and prospective pupils. The relationship between one pupil and another is not within its scope.

The content of the curriculum has never been subject to discrimination law and the act now states explicitly that it is excluded. However, the way in which a school provides education, the delivery of the curriculum, is explicitly included.

Public sector duty:
Schools are required to have due regard to the need to:

- Eliminate discrimination and other 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.

(Where schools are concerned, age will be a relevant characteristic in considering their duties in their role as an employer but not in relation to pupils.)

Specific duties:

1. To publish information to demonstrate how they are complying with the Public Sector Equality Duty. The school will publish the following information on its website:

- Relevant policies
- Action plans
- Equality objectives
- Information from surveys
- A review of progress towards the implementation of equality objectives.
- Other relevant information as it becomes available

2. To prepare and publish equality objectives.

Schools must will update the published information at least annually and publish objectives at least once every four years.

Employment Provisions

All of the protected characteristics, including age, are covered by the employment provisions of the Act.

As an employer, a school must not discriminate against a potential employee in respect of whether to offer a job or the terms on which it offers a job and it must not discriminate against an existing employee in respect of the benefits facilities and services it offers to its employees including training opportunities, promotion or dismissal. Harassment against potential or existing employees in relation to any of the protected characteristics is also unlawful, as is victimisation.

Reasonable Adjustments: Schools as employers are under the same duties to make reasonable adjustments in relation to disability for their employees or potential employees as they are for their pupils. They must make reasonable adjustments to arrangements or practices to alleviate disadvantage and must also take reasonable steps to provide any necessary auxiliary aids and services. They are also under the duty to consider alterations to physical features of the school where that is reasonable to avoid disadvantage caused by disability.

Enquiries about health and disability: A new provision introduced by the Act makes it unlawful for an employer to enquire about the health of an applicant for a job until a job offer has been made, unless the questions are specifically related to an intrinsic function of the work - for example ensuring that applicants for a PE teaching post have the physical capability to carry out the duties.

Race Equality

This policy applies equally to all children at St Ives Infant School, regardless of their race and ethnicity. The governors and staff recognise that anybody can be the victim of racism and will ensure that the policy is implemented to protect all members of the school community.

1. Aims of this policy

This policy supports the aims of the school in that it seeks to promote the welfare of all pupils and their academic achievement, regardless of their ethnic background.

This policy seeks to set out how the school will respond to incidents of racism, offering appropriate support to pupils, parents and carers within the school community.

The policy will also clarify the support given to minority ethnic members of staff.

2. Statement concerning racism

Racism is defined by the school as:
Attitudes and actions directed against a person by virtue of the fact of their colour, nationality and ethnic or national origins. A racial incident is any incident regarded as such by the victim or anyone else. Under recent legislation it is no longer appropriate for such allegations to be dismissed because the incident is judged by the school not to be racially motivated

The school believes that racism is wrong and it will not tolerate racist attitudes among its staff, pupils or those who visit the school. Staff, when they encounter it or when it is brought to their attention, will always challenge racist attitudes and behaviour. The school will not tolerate racist taunting or bullying and in certain cases will contact the police, especially if parents are involved.

3. Statement about positive multi-cultural and anti-racist education

The school, through its basic curriculum, seeks to recognise the multi-cultural nature of Britain in the 21st Century. The school regards a multi-cultural society as a positive feature of modern Britain, one that celebrates a rich cultural diversity. As part of the specific PSHE and Citizenship entitlement for all pupils there will be work focusing on living in a multi-cultural society and the need to combat racist attitudes and discrimination.

4. Combating racism – behaviour management

The schools Behaviour Management Policy and Anti-bullying Strategy directly cover racism and racist attitudes. Nevertheless, the school recognises that racist attitudes and bullying often go on unreported. Therefore the school, with the consent of minority ethnic parents, will:

- monitor minority ethnic pupils in such a way as to find out what sort of attitudes they have encountered or if bullying using racial taunts has happened
- report to parents on any action taken in light of the monitoring that has taken place
- The class teacher will monitor the experience of minority ethnic pupils and any incidents will be reported to the school's senior management immediately for appropriate action. Where it can be established that an incident had a racist element the school will ensure that it lets all concerned know that it will not tolerate racism.

5. Monitoring minority ethnic pupils' achievement

The school has a small number of minority ethnic pupils and recognises that the group is statistically too small to make judgements about their attainment as a whole. Therefore, the school will track individual minority ethnic pupils using SATs data to measure progress against that expected for all pupils in the school. Where concerns about the progress of minority ethnic pupils arise the school will seek the most appropriate intervention in consultation with parents.

Teachers will be alert to early signs of disaffection or a drop in attainment or progress. When this happens the senior management team will be alerted and an intervention will put in place to ensure that progress is resumed and attainment is at the level expected.

The school will assess all minority ethnic pupils for their proficiency in English. Where support is needed the school will contact the office Equality and Diversity Service to seek the appropriate assistance and support.

6. Working with parents

The school will take positive measures to support the parents of ethnic minority pupils.

At parent consultation evenings the class teacher will check to see if any issues have been picked up by the family and not reported in school. If there is evidence that a pupil is experiencing racism at school, but not reporting it to teachers, action will be taken and the parents will be informed of the action taken in light of the information given.
If the behaviour of a minority ethnic pupil changes significantly then the parents will be contacted. The teacher will seek to establish if the behaviour change is a result of racism, either in school or in the wider community. If there is evidence that there is racism that is effecting a behaviour change the school will act accordingly as set out in the policy above. Parents will be notified of any action taken by the school.

Where there is a language barrier for the parents the school will contact the Equality and Diversity Service to solicit support.

7. Exclusions

Where the behaviour of minority ethnic pupils becomes problematic and may lead to exclusion the following steps will be taken:

Parents will be invited to the school to discuss the issues and a strategy for inclusion will be produced.

The Education Welfare Officer will be involved and will be asked advice on issues relating to the ethnic and cultural needs of the particular pupil and how that might impact on behaviour and behaviour management.

It may be necessary to involve a member of the Child and Adolescent Mental Health Services Team at an early stage to support inclusion. The school will contact the appropriate Educational Psychologist for support as deemed necessary by the Headteacher.

8. Minority ethnic teachers

The school welcomes applications from all qualified teachers irrespective of race, ethnicity, religion, gender or sexuality for posts advertised by the governors.

The Headteacher will speak to minority ethnic teachers about the issue of race as part of an annual review.

9. Reporting, monitoring and evaluation

The Headteacher will monitor the effectiveness of the policy on an annual basis. This will be done in the following ways:

- Monitoring the number of incidents with a racial element
- Monitoring the effect of any PSHE/C module which has had a focus on combating racism
- Talking with minority ethnic pupils and their parents
- Talking with minority ethnic members of staff on the workings of the policy

A report to the governors will be made annually on the effectiveness of the policy and amendments made where necessary.

Gender Equality

At St Ives Infant School, we are committed to ensuring equality of education and opportunity for staff, pupils and all those receiving services from the school, irrespective of gender. The achievement of all children will be monitored on the basis of gender and we will use this data to raise standards and ensure inclusive teaching. We will aim to provide our pupils with a firm foundation which will enable them to fulfil their potential, regardless of gender or stereotypes. We will seek to eliminate unlawful discrimination against pupils and staff by adhering to our duties as an employer under the legislation.

- Information is collected on gender with regards to both pupils and staff. This information is used to improve the provision of services.

- Pupil achievement is monitored by gender. If there are trends or patterns in the data additional action may be required.

- Pupils of both sexes are encouraged to participate in school life. This is shown through representation in school events such as the school council and activities in the community.

- Pupils of both sexes are given the same opportunities to participate in physical activity, both in and outside of school hours.

- If there was bullying and harassment of pupils this would be monitored and any information gathered would be used to make a difference.

- Stereotyping in terms of gender is actively challenged in both the classroom environment and in the playground.

- Pupils are encouraged to consider career paths/occupations that challenge traditionally gender stereotypes.

- The school environment is as accessible and welcoming as possible to visitors of both sexes.

- Parents of both sexes are encouraged to participate in their child's education e.g. attending parents' evening, taking up parent/ family learning courses, and assemblies.

2. Employment

As an employer we will need to ensure that we eliminate discrimination and harassment in our employment practice and actively promote gender equality within our workforce

Any bullying and harassment of staff is monitored and the information is used to make a difference.

The EOC Code of Practice on the Duty lists key employment issues that are usually the most common ones to be considered, these include:

- Recruitment
- Managing flexible working

- Managing parental and carers leave
- Managing pregnancy and return from maternity leave
- Sexual and sexist harassment
- Transsexual staff
- Grievance and disciplinary procedures
- Equal Pay
- Work based training opportunities

3. Equality Impact Assessment
The school has a specific duty to ensure that current and future policies and practices do not discriminate against either sex, or maintain or lead to gender inequality.

To meet the Duty it is essential that gender impact assessments are undertaken for all policy developments and that the criteria for conducting such assessments are published. We will:

- Collect evidence on the impact of policies on both sexes
- When new policies are being developed, assess their likely consequences for both sexes
- Alter or amend proposed policies so that they promote gender equality and eliminate discrimination
- Resource those changes appropriately

4. Monitoring
Monitoring is necessary in order to identify that no adverse impact has taken place as a result of the implementation of a policy.The following will be monitored:

- Achievement of pupils by gender
- Staff satisfaction levels by gender
- Distribution of staff pay scales

5. Involvement and consultation

St Ives Infant School has consulted with pupils, staff and service users in the development of our policy by:

- Discussion at staff meetings, governor meetings and with parents

- Questionnaires

It is important to monitor the impact of the action taken to ensure that progress is being made towards meeting the Gender Equality Duty, and to ensure that no adverse impact is occurring as a result of the actions.

Disability Equality

Introduction

St Ives Infant School is firmly committed to Equality and Diversity. We want our school to be an inclusive and accepting environment where difference, of all kinds, is recognised and valued. We have a statutory obligation to promote the integration and valuing of all groups of people as well as actively responding to incidents of discrimination and prejudice wherever they may appear. We recognise the unique position of schools to promote acceptance and understanding within the wider community.

Principles

- We are committed to meeting the needs of disabled people and all reasonable steps will be taken to ensure that disabled people are not placed at a disadvantage compared to non-disabled people.

- Discrimination on the basis of disability will not be tolerated. This includes both direct, overt discrimination and that which is more implicit, e.g. if certain activities are inaccessible to a pupil with a disability.

- We want our school to be an inclusive environment in which all children are enabled to learn to the best of their ability.

- We recognise the school's legal responsibility to ensure that disabled people have the opportunity to take part in 'all aspects of public life'. Hence any member of our community with an identified disability will be fully encouraged to take part in every aspect of the curriculum, even if this participation should require treatment which may be seen as 'favourable' to one individual. All reasonable steps will be taken to ensure this participation is possible.

The disability provisions in the Equality Act mainly replicate those in the former Disability Discrimination Act (DDA). There are some minor differences as follows:

- Unlike the DDA the Equality Act does not list the types of day to day activities which a disabled person must demonstrate that they cannot carry out, thus making the definition of disability less restrictive for disabled people to meet.
- Failure to make a reasonable adjustment can no longer be defended as justified. The fact that it must be reasonable provides the necessary test.
- Direct discrimination against a disabled person can no longer be defended as justified – bringing it into line with the definition of direct discrimination generally.
- From September 2012 schools and local authorities have a duty to supply auxiliary aids and services as reasonable adjustments where these are not being supplied through Special Educational Needs (SEN) statements or from other sources (see paragraphs 4.15 - 4.20) In practice this will already be being done in many cases.

Definition of disability

- The Act defines disability as when a person has a 'physical or mental impairment which has a substantial and long term adverse effect on that person's ability to carry out normal day to day activities.' Some specified medical conditions, HIV, multiple sclerosis and cancer are all considered as disabilities, regardless of their effect.

- The Act sets out details of matters that may be relevant when determining whether a person meets the definition of disability. Long term is defined as lasting, or likely to last, for at least 12 months.

Unlawful behaviour with regard to disabled pupils

- Direct Discrimination: A school must not treat a disabled pupil less favourably simply because that pupil is disabled – for example by having an admission bar on disabled applicants.
- Indirect Discrimination: A school must not do something which applies to all pupils but which is more likely to have an adverse effect on disabled pupils.
- Discrimination arising from disability: A school must not discriminate against a disabled pupil because of something that is a consequence of their disability – for example by not allowing a disabled pupil on crutches outside at break time because it would take too long for her to get out and back. Like indirect discrimination, discrimination arising from disability can potentially be justified.
- Harassment: A school must not harass a pupil because of his disability.

Reasonable Adjustments

The duty to make reasonable adjustments applies only to disabled people. For schools the duty is summarised as follows:

- Where something a school does places a disabled pupil at a disadvantage compared to other pupils then the school must take reasonable steps to try and avoid that disadvantage.
- Schools will be expected to provide an auxiliary aid or service for a disabled pupil when it would be reasonable to do so and if such an aid would alleviate any substantial disadvantage that the pupil faces in comparison to non-disabled pupils.

Auxiliary aids and services

Many disabled children will have a SEN and may need auxiliary aids which are necessary as part of their SEN provision; in some circumstances as part of a formal SEN statement. These aids may be provided in the school under the SEN route, in which case there will be no need for the school to provide those aids as part of their reasonable adjustment duty.

Supporting Parents

We recognise the challenges that can be presented while parenting a disabled child and we will endeavour to support such parents in any way that is practically possible. We will endeavour to work with parents to ensure that the family feels that they want support before an external agency is approached. We will make available information regarding other services within Cornwall that may be helpful to such families and we recognise our responsibility to make referrals to external agencies for further support should this be necessary.

Accessibility Plan

The school is now mainly accessible to people with disabilities following a number of adaptations in recent years. The installation of ramps and alterations to toilets mean that a child with physical disabilities is able to access classrooms in each year group as they progress through the school. We will continue to take all reasonable steps to ensure accessibility for all. We have an accessibility plan to address the points which can be improved.

We offer a differentiated curriculum, where appropriate, to individual learners. We have a number of resources to assist children with SEN to learn in a flexible way. These resources are monitored by the SENCO.

We recognise that inclusion is not just about acceptance and access but that it is equally important to promote positive images/ attitudes of all the equality strands within our school curriculum.

The school will comply with the Disability Discrimination Act requirements and work to bring access issues up to standard with reference to curriculum, premises and communication with pupils and their homes.

In the long-term the intention is to ensure that the school is wholly accessible in curricular, premises and communication terms to all the people who may be served by it. To this end we will focus on all access strategies which will aim to overcome some of the barriers to learning or participation experience by disabled people served by or serving the school.

The attached grid outlines the initial short, medium and long-term targets which are designed to assist us towards our stated objective.

Accessibility Plan 2016 - 2018

Targets	Actions	Outcome	Time frame
Increase the extent to which disabled pupils can participate in the curriculum	Ensure that appropriate equipment (laptops, sloping desks, cushions etc) are provided when needed.	All children are enabled to participate more fully in class activities.	On-going as needed.
Improve the physical environment of the school to enable disabled pupils to take better advantage of education and the facilities provided	Repair and re-set/replace paving slabs around the school to ensure that all slabs are stable, not cracked and provide a level walking surface. Ensure that pedestrian routes around the school site are wide enough for wheelchairs. Seek and follow advice from the Occupational Therapist about the specific needs of a disabled child who is joining the school. Use the opportunity presented by the re-modelling of the school car park to improve access and safety for pedestrians and provide parking for disabled people adjacent to the school.	Surfaces are safer Routes are accessible for people in wheelchairs. The school's facilities are equally available for all children Safe and convenient access to the school building	Autumn 2016 As work is completed. Autumn 2016 Spring 2017
Improve the availability of accessible information to disabled pupils	Review the needs of any disabled pupils who join the school and adapt the format of information as appropriate.	All children are able to access the information which they need.	On-going

St Ives Infant School Equality Objectives 2016 - 2017

Objective	Reason	Actions	Timescale
Review the attainment and progress of all groups of children to ensure that under-achievement is identified	The school's vision is for all children to 'Set off confidently on the adventure of learning', regardless of their individual circumstances.	Track children's progress and attainment each term, identify spotlight children and plan interventions which will meet their needs. Review KS1 and EYFSP summative data to monitor trends Identification of any groups and individuals within these groups who may need additional support.	The start of each term September/October each year
Raise the children's awareness of diversity	Many children in the school have not experienced a diversity of cultures and beliefs and there is little opportunity to do this in the local community.	Include relevant themes in each term's assembly plans. Use visits and visitors to extend the children's experience of other people's lives Ensure a good provision of toys and books reflecting diversity of lives. Hold regular 'Around the World' weeks.	Each term On-going As resources are purchased
Challenge prejudice and expectation about children related to their social class	To secure high levels of attainment for all children it is essential that any negative assumptions about children based on their socio-economic circumstances are challenged. To encourage children to mix happily and develop friendships.	All staff and governors to be alert to this and to identify any areas of school life where this issue is apparent. Ensure children of all social classes are able to participate fully in school activities.	On-going On-going
Strive to ensure that assumptions are not made about the religious beliefs of children, parents or members of staff	This issue has been raised in a number of parent surveys and was also discussed by staff when reviewing the school's RE policy.	Ensure, where relevant, that any visiting speakers make it clear to the children that they are expressing their personal belief and if necessary introduce them to the children accordingly. Raise staff awareness of the issue and show sensitivity and respect to each other's beliefs.	On-going