

The Equality and Community

Cohesion Policy:

Our Public Sector Equality Duty

Community Cohesion and Equality Lead: Lauren Sutcliffe

Lead Equality Governor: Lee Mather

Signature of Chair of Governors: _____

Date: September 2022

Next Review: September 2023



Statement of Principles

Tonacliffe Primary School is an inclusive school, working towards greater equality in the whole school community. We use the curriculum and teaching to enhance the self-esteem of all those it serves and to provide a learning environment in which each individual is encouraged to fulfil their potential.

We believe that we all have the right to be happy, to be safe and to learn in an environment that is inclusive and promotes equality for all. The Equality Act 2010 provides a framework to support our commitment to valuing diversity, tackling discrimination, fostering good relations and promoting equality and community cohesion.

We believe that equality at Tonacliffe Primary School should permeate all aspects of school life and is the responsibility of every member of the school and wider community. **Every** member of the school community, whatever their characteristics, should feel safe, secure, valued and of equal worth. We aim to promote a culture of inclusion and diversity in which all members feel proud of their identity and are able to participate fully in school life.

These protected characteristics include age, disability (including menopause), gender and gender re-assignment, marriage and civil partnerships, pregnancy and maternity, race, religion or belief, sex and sexual orientation. Definitions of these terms can be found in **Appendix A**.

The policy outlines the commitment of the staff, pupils and governors of Tonacliffe Primary School to ensure that equality of opportunity is available to all members of the school community. For our school this means not simply treating everybody the same but understanding and tackling the different barriers which could lead to unequal outcomes for different groups of pupils in school, whilst celebrating and valuing the achievements and strengths of all members of the school community. These include:

- Pupils
- Staff
- Parents/carers
- The governing body
- Multi-agency staff linked to the school
- Visitors and volunteers to school
- Students on placement

At Tonacliffe Primary School, equality is a key principle for treating all people fairly and creating a society in which everyone has the opportunity to fulfil their potential. The overall objective of this policy is to provide a framework for the school to pursue its equality duties to eliminate unlawful discrimination and harassment; promote equality of opportunity; and promote good relations and positive attitudes between people of diverse backgrounds in all its activities.

This policy should be read in partnership with our policies on:

- Recruitment and Selection and Staff Induction
- Anti- Bullying
- Special Educational Needs
- PSHE
- Assessment
- Risk Assessment
- All our staffing policies, e.g. Pay, Appraisal, and Grievance.

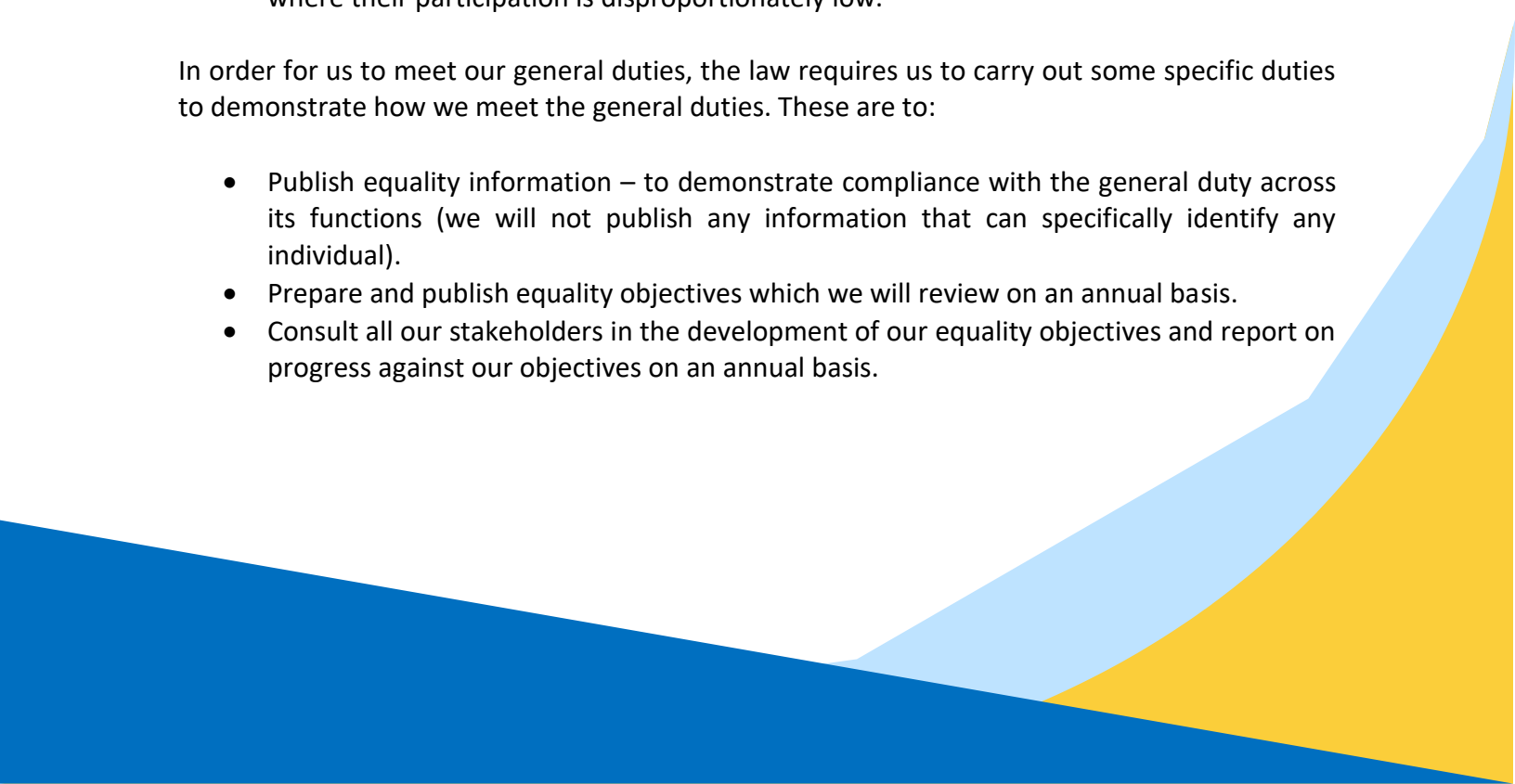
This document provides information about how Tonacliffe Primary School ensures that it meets its statutory specific equality duties in accordance with the Public Sector Equality Duty (PSED) which came into force in April 2011. The PSED was created under the Equality Act 2010. This information must have due regard to the three overarching aims (General Duties) of the PSED and these are as follows:

- To eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act.
- To advance equality of opportunity between people who share a protected characteristic and those who do not.
- To foster good relations between people who share a protected characteristics and those who do not.

The Act explains that having due regard for advancing equality involves:

- Removing or minimising disadvantages suffered by people due to their protected characteristics.
- Taking steps to meet the needs of people from protected groups where these are different from the needs of other people.
- Encouraging people from protected groups to participate in public life or in activities where their participation is disproportionately low.

In order for us to meet our general duties, the law requires us to carry out some specific duties to demonstrate how we meet the general duties. These are to:

- Publish equality information – to demonstrate compliance with the general duty across its functions (we will not publish any information that can specifically identify any individual).
 - Prepare and publish equality objectives which we will review on an annual basis.
 - Consult all our stakeholders in the development of our equality objectives and report on progress against our objectives on an annual basis.
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Tonacliffe Primary School and Protected Characteristics:

The Equality Act 2010 identifies the following areas as protected characteristics:

- Age
- Disabilities
- Gender reassignment
- Marriage and Civil Partnerships (but only in request of eliminating unlawful discrimination)
- Pregnancy and Maternity
- Race (including ethnic or national origins, colour and nationality)
- Religion and belief
- Sex
- Sexual Orientation

Age

Age diversity within the workforce is promoted and valued through:

- Challenging age stereotyping
- Recognising the benefits of a mixed-age workforce

Disability

The abilities of disabled people are recognised and valued at all levels through:

- Focusing on what people can do rather than on what they cannot
- Challenging stereotypes about people with disabilities
- Making appropriate reasonable adjustments in the workplace to help people with disabilities achieve their full career potential
- Supporting staff who may need to attend medical appointments within working hours as a result of their disability

Gender Re-assignment

People who plan to undergo, are undergoing, or have undergone gender re-assignment are protected against all forms of discrimination and harassment. The school will take positive steps to support a transgender person and ensure they are treated with dignity and respect.

Marriage and Civil Partnership

People are treated fairly and equally in the workplace irrespective of their marital, civil partnership or family status.

Pregnancy and Maternity/Paternity

Women are treated fairly during the period of pregnancy and any statutory maternity leave entitlement. Any period of absence due to pregnancy related illness is not taken into account when taking a decision about employment and in accordance with the law. We also

- Support employees who become pregnant and take active steps to facilitate their return to work after maternity leave
- Support employees in their return after paternity leave

Race

The racial and cultural diversity of our communities is represented at all levels through:

- Challenging racial stereotypes
- Understanding, respecting and valuing different racial and cultural backgrounds and perspectives

Religion and Belief

Members of the school community's religion, belief or lack of are recognised, promoted and valued by:

- Challenging religious stereotypes
- Understanding, respecting and valuing different religions and beliefs
- Supporting staff who may need to attend religious events or who may need a space for private prayer

Sex / Gender

Members of the school community are supported in terms of their gender identity by:

- Challenging gender stereotypes
- Supporting any member of the school community who may not have a defined gender or who may wish to change their gender identity

Sexual Orientation

People are treated fairly and equally in the workplace irrespective of their sexual orientation. We support all members of the school community by:

- Challenging homophobic stereotypes
- Supporting, understanding and respecting any member of the school community who may disclose that they are not heterosexual



School in Context

The range of children in our school reflects the local community which is a small town in a post-industrial, semi-rural area.

Children:

We have 299 children on roll (reception to year 6). We also have a nursery attached.

Gender:

We currently have 50% boys and 50% girls.

Free School Meals:

Percentage of children eligible for 'free school meals' is 17%.

Percentage of pupils eligible for FSM6 is 16%

Ethnicity:

Our school population is currently 91% White British with 9% either of ethnic minority or prefer not to say.

Disability:

We have 16 children with recognised disabilities including Autistic Spectrum Disorders, Attention Deficit and Hyperactivity Disorder, hearing impairments and visual impairments

SEN:

We have 9% of children at school support. We have 3% of children with Education, Health and Care Plans

LAC:

We have 4 looked after children.

EAL:

5 of our children are registered as having English as an additional language.

Socio-Economic indicators:

Our overall Multiple Deprivation Index shows that 3.3% are in band E*, 3% E, 54.1% D, 3.3% C, 35.6% B and 0.7% A

Staff:

We have 42 members of staff in total, plus one sports coach.

Gender:

39 are female and 3 are male, plus one male sports coach.

Ethnicity:

Our permanent staff are currently 100% White British, and all have English as their first language.

Disability:

We have one member of staff with a recognised disability.

General Duties of the PSED and Lead Roles

1. To eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act.

At Tonacliffe Primary School the implementation of our Public Sector Equality Duty with regards to discrimination, harassment and victimisation consists of:

Governors being responsible for:

- Ensuring the school adopts and reflects the relevant equality legislation
- Ensuring that the school Public Sector Equality Duty and its procedures are followed

The Head Teacher being responsible for:

- Ensuring the Public Sector Equality Duty and its procedures are followed
- Ensuring the Public Sector Equality Duty is readily available and that the governors, staff, pupils, and their parents and guardians know about it.
- Producing regular information for staff and governors about the School Equality Objectives and how they are working
- Ensuring that all staff know their responsibilities and receive training and support in carrying these out
- Taking action in cases of harassment and discrimination against members of any protected group

All staff being responsible for:

- Tackling racist, homophobic and other hate-incidents
- The recognition and tackling of bias and stereotyping
- The promotion of equal opportunities
- The avoidance of discrimination against anyone and, in particular, members of protected groups.
- The need for keeping up to date with the law on discrimination
- The opportunity for taking up training and learning opportunities

Attitudes that exhibit or encourage discrimination are immediately challenged and staff seek to achieve this with all stakeholders, including pupils, through active promotion of exemplary attitudes and leading by example. Examples of this are the teaching of issues surrounding bullying, emotional skills groups and one-to-one mentoring.

The school deals with discriminatory incidents seriously and parents are informed of the action taken. Incidents are shared with all staff who are involved with the pupils. Any racist incidents are recorded in line with the Lancashire Council Guidelines. Two incidents were recorded in the academic year 2019 – 2020 and no incidents in 2020 - 2021.

During the academic year 2019 - 2020 there were no homophobic incidents and one incident in 2020 - 2021.

The school has made one fixed term and no permanent exclusions during 2019-2020, and no exclusions over the last academic year. The school works with the local authority on the policy of managed moves which endeavours to prevent permanent exclusions by moving pupils between schools within the local authority as an alternative.

2. To advance equality of opportunity between people who share a protected characteristic and those who do not.

Tonacliffe Primary School prides itself on being an inclusive school and we provide excellent access to education with the achievement and attainment of all pupils being promoted. The Headteacher works closely with all staff in each key stage to ensure equality of opportunity for all protected groups. The school strives to improve equal opportunities. Examples of this work can be seen in the Equality School Improvement/Action Plan, the Lancashire Equality Mark Accreditations, the school's Lancashire Equality Charter, regular monitoring of teaching and learning, staff training and continuous professional development.

3. To foster good relations between people who share a protected characteristic and those who do not.

All stakeholders at Tonacliffe Primary School strive to foster good relations between all members of the school community. Prejudice is tackled and we promote understanding between people who share a protected characteristic and those who do not. This might mean making reasonable adjustments (as evidenced throughout school). Through teaching and learning we demonstrate to children that equality is not treating everybody the same but treating people equitably and we ensure that all members of the school community understand and promote this. This ensures that children develop good relations through understanding and acceptance.



Tonacliffe Primary School's Equality Objectives

In conjunction with the specific duties as outlined above, Tonacliffe Primary School also has the following objectives.

This should be read in conjunction with the Equality School Improvement Plan (action plan), as this details the objectives, actions and evaluations of equality across the whole school in more detail.

1. Our commitment to equality and diversity must feed through the ethos of the school, with all pupils, parents and staff embedding community cohesion into daily practice.
2. The school must become proactive in providing measures to ensure we are not only meeting the PSED but that we take this further by developing a culture and ethos where equality, diversity and community cohesion are entrenched within the school for all to observe.
3. Under-represented groups participate in all areas of school life.
4. Staff are aware of the different strands of equality and what equality means. They deliver principles of equality through daily teaching.
5. The school appears welcoming to all, with barriers to participation in school life disassembled.
6. All staff are involved in the development and improvements within equality, community cohesion and diversity, and feel confident and able to do so.
7. That as a school we are not portraying gender bias in any subliminal message.
8. That staff are able and feel comfortable in spotting signs of any pupil questioning their assigned gender or any pupil who may identify as a gender not assigned at birth.
9. Children and staff feel comfortable and informed when discussing sexual orientation appropriately.
10. Instances of homophobia are reduced and/or eliminated.
11. Staff can see and understand a clear difference between those children that have a specific learning need and those that have another need such as having a disability; both physically or mentally.
12. The school ensures that all staff and pupils follow a social model of disability as well as a medical model when appropriate.
13. The school has an up to date EAL policy.
14. The school has an up to date EAL register which all staff are familiar with.
15. Staff can identify our EAL children and provide support in the areas of need.
16. A multi-faith prayer room or space is available to those who wish to use it.
17. Religious events are celebrated throughout the whole school.
18. Pupil premium children's data is in line with their peers.
19. Staff are aware of how and where to signpost families who come forward with worries or who are experiencing financial difficulties.

Policy Development

We aim to recruit an appropriately qualified workforce and establish a governing body that is representative of all sections of the community in order to respect and respond to the diverse needs of our population. This policy applies to the whole school community. It has been drawn up as a result of the outcomes of a transparent process and through consultation with:

- Pupils
- Parents/Carers
- Staff
- Governors

Monitoring and Review

Identification is seen as a key element to ensuring equality of opportunity. The school employ regular analysis of data from the earliest stages of education, screening for common specific learning difficulties and the opinions of staff at all levels as the main strategies in the identification of special educational needs. Intervention is targeted in response to the identification. The SENCO liaises closely with each class teacher. This allows for flexible planning that can respond quickly to changes in the pupil needs. All children are tracked on a regular basis and school sets high expectations for all pupils to achieve and progress well, regardless of their original starting point.

Implementation:

- We collect and analyse a range of equality information.
- We make regular assessments of pupils' learning and use this information to track pupils' progress, as they move through the school. As part of this process, we regularly monitor the performance of different groups, to ensure that all groups of pupils are making the best possible progress. We use this information to adjust future teaching and learning plans, as necessary.
- Resources are available to support groups of pupils where the information suggests that progress is not as good as it should be. The governing body receives regular updates on pupil performance information.
- School performance information is compared to national data and local authority data, to ensure that pupils are making appropriate progress when compared to all schools, and to schools in similar circumstances.
- As well as monitoring pupil performance information, we also regularly monitor a range of other information. This relates to:
 - Attendance
 - Exclusions and truancy
 - Racism, disablism, sexism, homophobia and all forms of bullying

- Parental involvement
- Participation in extended learning opportunities, after school sports clubs and sports competitions

Our monitoring activities enable us to identify any differences in pupil performance and provide specific support as required, including pastoral support. This allows us to take appropriate action to meet the needs of specific groups in order to make necessary improvements.

We collect and analyse a range of profile information for our staff and governors:

- Applicants for employment (completed on LCC application forms)
- Staff and Governing Body profiles
- Attendance at training events
- Staff appraisal and performance management
- Disciplinary and grievance cases

We are careful to follow the guidance in our confidentiality policy and GDPR.

Developing Best Practice

Teaching and Learning

We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement.

To do this, we will:

- Provide positive examples of all groups of people, challenging stereotypes and celebrating the contribution of all humankind to a pluralistic society.
- Provide equality of access for all pupils to a broad and balanced curriculum and quality resources, both in school and on visits, having due regard for their individual needs and differences.
- Use teaching methods, language and materials which deal sensitively with diversity and difference, ensuring that all people feel valued and develop high self-esteem.
- Teach children to question, to be advocates and to challenge their own viewpoints and those of others leading to justice and equality at school and in the wider world.

These aims apply to all who work with our children, both in school and on visits.

Staffing and Staff Development

We recognise the need for positive role models and distribution of responsibility among staff. To achieve this, we will:

- Follow all recruitment and selection procedures strictly, using staff and governors who are aware of how to avoid discrimination, bias and preconception.
- Encourage the career development and aspirations of all staff with due regard for personal need and the development of the school as a diverse community.
- Provide staff induction and development for all which increases the awareness of different groups of pupils and their needs, so promoting appropriate provision.
- Distribute staff within school wherever possible so that there is a balance of staff from different groups at each stage of a child's schooling.

Employment policy and procedures are reviewed regularly to check conformity with legislation.

Partnerships with Parents/Carers/Families and the Wider Community

We believe in effective partnerships with parents/carers to help all pupils to achieve their potential.

To promote these, we will all follow the Equality Act and:

- Ask parents, carers and the community for their feedback in order to tailor what we do to their needs and those of their children, in accordance the Equality Act.
- Have due regard for individual communication needs in our contacts with parents, carers and families.
- Encourage all parents and carers to participate in the life of the school wherever possible.
- Work with the local community to offer access to all groups of people to a range of events, activities and services.

In all these things, the safety and interests of the children are paramount.

Roles and Responsibilities

- Our governing body will ensure that the school complies with statutory requirements in respect of this policy and action plan.
- The Headteacher and the Equality and Community Cohesion Lead are responsible for the implementation of this policy, and will ensure that staff are aware of their responsibilities, that they are given necessary training and support and report progress to the governing body.
- All staff will promote an inclusive and collaborative ethos in the school, challenge inappropriate language and behaviour, respond appropriately to incidents of discrimination and harassment, ensure appropriate support for children with additional needs and maintain a good level of awareness of equalities issues.
- All members of the school community have a responsibility to treat each other and staff with respect, to feel valued, and to speak out if they witness or are subject to any inappropriate language or behavior.
- We will take steps to ensure all visitors to the school adhere to our commitment to equality.

Commissioning and Procurement

We will endeavor that we buy services from organisations that comply with equality legislation. This will be a significant factor in any tendering process. We will use, wherever possible, suppliers and contractors approved and registered with Lancashire County Council.

The Measurement of Impact of the Policy

This policy will be evaluated and monitored for its impact on pupils, staff, parents and carers from the different groups that make up our school. An action plan (school improvement plan) will be published to enable an impact assessment to be undertaken at the appropriate time within a given timescale.

Publicising the Policy and Plan

Our Equality Policy and Plan will be publicised:

- On the School Website

Annual Review of Progress

We will review our Policy and School Improvement Plan (action plan) annually, producing an annual report. The School Improvement Plan incorporates an annual audit which measures impact (Equality Impact Assessments), and sets targets.

Written by: L M Sutcliffe, November 2021

Reviewed by L M Sutcliffe, September 2022



Appendix A: Definitions

Age

This refers to a person having a particular age (for example, 32 year olds) or being within an age group (for example, 18-30 year olds). This includes all ages, including children and young people.

Disability

A person has a disability if s/he has 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.

Transgenderism and gender re-assignment

Transgender is an umbrella term used to describe people whose gender identity or gender expression differs from that usually associated with their birth sex. Gender re-assignment is the process a transgender person goes through to change sex

Marriage and Civil Partnerships

Marriage is a union between a man and a woman. This definition is set out in the Equality Act 2010. Civil Partnership is the legal recognition of a same-sex couple's relationship. Civil partners must be treated the same as married couples on a range of legal matters.

Pregnancy and Maternity

Pregnancy is the condition of being pregnant or expecting a baby. Maternity is the period after giving birth. It is linked to maternity leave in the employment context. In the non-work context, protection against maternity discrimination is for 26 weeks after giving birth, including as a result of breastfeeding.

Race

Race refers to a group of people defined by their race, colour, nationality, ethnic or national origins.

Religion and Belief

Religion refers to any religion, including a lack of religion. Belief refers to any religious or philosophical belief and includes a lack of belief. Generally, a belief should affect your life choices or the way you live for it to be included in the definition.

Sex/Gender

A man or a woman.

Sexual Orientation

Whether a person's sexual attraction is towards their own sex, the opposite sex or both sexes.