

# **Single Equality Policy**

## **Introduction**

Thomas Gray Primary School is an inclusive school where we focus on the well being and progress of every child and where all members of our school community are of equal worth.

We believe that the Equality Act 2010 provides a framework to support our commitment to valuing diversity, tackling discrimination and promoting equality and fairness.

We recognise that these duties reflect international human rights standards such as the UN Convention on the rights of the Child.

## **Vision Statement**

Thomas Gray is a one form entry Primary School situated in Bootle, which admits children from the ages of 2-11. The school is in an area of high deprivation and has a high percentage of children whom receive Free School Meals and attract Pupil Premium funding. The high majority of our children are White British, although in recent years we have admitted children of many nationalities, such as Chinese, Portuguese and Polish. We face daily the challenges of parents and pupils who live in extreme hardship. We have a small number of children and staff with disabilities and we aim to ensure that they, along with their parents/carers are given equal access to all that the school offers.

## **Our vision and Aims for Equality and Diversity**

At Thomas Gray, we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers and other stakeholders irrespective of race, disability, gender, sexuality, religion or belief or socio economic background. We aim to develop a culture of inclusion and diversity in which all stakeholders connected to our school feel proud of their identity and are able to participate fully in school life.

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 teaching. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions diversity and respect for all.

At Thomas Gray we respect difference, value diversity and embrace equality and fairness for all.

## **Legal Requirements**

Thomas Gray recognises that the Equality Act 2010 introduced the Public Sector Equality Duty(PSED) which applies to all public bodies including all schools. This PSED has two parts; the General and the Specific. Within the General Duty we recognise that we are required to have 'due regard' to the need to:

Eliminate unlawful discrimination, harassment and victimisation and any other conduct prohibited by the Act.

Advance equality of opportunity between people who share a protected characteristic and those that do not.

Foster good relations between people who share a protected characteristic and those who do not

Having 'due regard' means we must consciously think about the three main elements of the general duty as part of decision making, developing and reviewing our policies and on how we deliver our services.

With regards to the Specific Duty Thomas Gray recognises that we are required to:

Publish information annually to demonstrate compliance with the PSED

Publish equality objectives every 4 years.

We are mindful that all information will be made accessible to the public.

### **Guiding Principles regarding Equality/Good Practice**

In working towards fulfilling our legal obligations under the Equality Act 2010 and integrating equality within our school ethos we are striving to adopt a whole school approach. We have consulted, involved and listened to a range of opinions from people from broad and diverse backgrounds which reflect the protected characteristics as outlined under the Equality Act.

From this activity; which continues to be ongoing, we have developed the following seven key principles to our approach to equality.

- 1.** All learners are of equal value. Whether or not they are disabled, whatever their ethnicity, race or culture, whatever their gender or gender identity, whatever their sexual orientation or whatever their religious or faith background.
- 2.** We recognise, respect and value difference and understand and promote that diversity is a positive. We take into account difference and strive to remove barriers and disadvantages which people may face, in relation to race, disability, gender, religion and belief and sexual orientation. We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit at our school.
- 3.** We foster positive attitudes and relationships. We actively promote positive attitudes and mutual respect between groups and communities different from each other
- 4.** We foster a shared sense of cohesion and belonging. We want all members of our school community to feel a sense of belonging within the school and the wider community and to feel that they are respected and able to participate and contribute fully in school life.
- 5.** We observe good equalities practice for our staff. We ensure that policies and procedures benefit all employees and potential employees in all aspects of our work, including recruitment and promotion and in continuing professional development.
- 6.** We have the highest expectations of all our children. We expect that all pupils can make good progress and achieve to their highest potential.
- 7.** We work to raise standards for all pupils, but especially for the most vulnerable. We believe that improving the quality of education for the most vulnerable groups of children raises standards across the whole school.

### **Arrangements, Roles and Responsibilities within our School.**

The guiding principles and equality objectives for Thomas Gray will be referenced in the School Development Plan. They will be reviewed annually and refreshed on a four year cycle.

Curriculum information will also be evaluated by looking specifically at equality groups in addition to the standard analysis conducted by the school and adjustments made as appropriate to ensure that those pupils within a protected characteristic group are supported positively.

All other data relating to whole school monitoring will encompass scrutiny of equality information so that those groups are supported positively.

When reviewed each curriculum subject or area will ensure that teaching and learning will reflect our guiding principals as set out in this document.

**School Governors are responsible for:**

Making sure the school complies with all current equality legislation

Making sure this policy and the PSED are properly implemented

Making sure related procedures are followed

Assigning a named governor to take an equality lead

**The Head Teacher is responsible for:**

Making sure the policy is readily available and that all school stakeholders are aware of it

Making sure its procedures are followed

Producing regular information for staff and governors about the policy and how it is working.

Provide training for them on the policy

Making sure all staff know their roles and responsibilities

Taking appropriate action in cases of harassment and discrimination

**All School Staff are responsible for:**

Promoting an inclusive and collaborative ethos in the classroom

Modelling good practice, dealing with discriminatory incidents and being able to recognise and tackle bias and stereotyping

Promoting equality and avoiding discrimination against anyone

Taking up equality training and learning opportunities

**Pupils are responsible for:**

Supporting the schools equality ethos

Sharing concerns or issues with a member of staff

Keeping equality and diversity issues on the school council agenda- helping to review and develop good practice.

**Parents/Carers are responsible for:**

Supporting the schools equality ethos

Challenging inappropriate language /behaviour

Sharing concerns or issues with senior staff

**Visitors and contractors are responsible for:**

Following our expectations regarding equality and diversity

**Responsibility for overseeing all equality practices in the school:**

Will lie with a named member of staff and governor and will report directly to the Head teacher.

Responsibilities include-

Co-ordinating and monitoring work on equality issues

Dealing with and monitoring reports of harassment (including from protected characteristic groups)

Monitoring the progress and attainment of potentially vulnerable groups

Monitoring exclusions.

### **Monitoring, Reviewing and Assessing Impact:**

Thomas Gray's Equality Policy is linked to the School Development Plan and includes targets/objectives determined by all school stakeholders for promoting equality. The policy will be regularly monitored and reviewed by staff and governors to ensure it is effective in eliminating discrimination, promoting access and participation, equality and good relations between different groups, and that it does not disadvantage particular sections of the community. Any patterns of inequality found as a result of impact assessment will be used to inform future planning and decision making. The named member of staff and governor responsible for equality will monitor specific outcomes.

All reports will be given to governors and the Head Teacher will provide monitoring reports for the governing body via the Head Teacher's report, preferably termly but at least once a year.

This policy links to other policies and in general the principles of equality will apply to all other school policies.

### **Concerns and Complaints**

In the first instance any concerns or complaints about the implementation of the Equality policy should be addressed by following the guidance set out in the school's complaints policy. Monitoring complaints is also another way of gathering information to see whether we are meeting our equality duties. We will report on complaints annually and on action taken.

### **Equality Information:**

We maintain confidentiality and work to data protection principles. We publish information in a way so that no pupil or staff member can be identified.

### **Pupils at Thomas Gray Primary School- 255 (Aged 2-11)**

Age	2-11
Disability	A range of disabilities, including ASD, ADHD, Speech Language and Communication, Physical Mental Health and Specific Learning Disabilities.
SEN	Currently we have 69 children on our SEND register
EHC Plan	2
Race/ethnicity	White British -230 Any Other White Background - 4 Any Other Asian Background - 2 Chinese - 2 White Irish - 0 Black African - 0 White and Black African - 5 Any Other Mixed Background -12 Information Not Obtained -0 White and Asian -0
EAL	9
Gender	Male - 138 Female - 117

FSM	109 children
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Achievement statistics can be found on our website.

**We will update our equality information on an annual basis.**

### **Accessibility Plan**

Thomas Gray has a accessibility plan (on the website)

The key objective of this plan is to reduce and eliminate barriers to access to the curriculum and to full participation in the school community for pupils, prospective pupils and other stakeholders with a disability.

This plan is reviewed by the governing body after consultation with staff, parents and pupils.

In line with our responsibility under the Specific Duty of the Equality Act, Thomas Gray has after consultation with all stakeholders established our equality objectives and will highlight how we intend to report and review the objectives.

### **Equality Targets**

Our equality objectives are currently being reviewed by all stakeholders.

1. We aim for boys and girls to achieve at equally high levels and make good progress in all subjects.
2. Pupils who are entitled to Pupil Premium grant allocation to achieve levels of attainment that are in line with that of all pupils.
3. At least 85% of pupils who have special educational needs or who are disabled (SEND) to make at least expected progress in reading, writing and math.

### **Reporting and reviewing the objectives.**

The review of the progress on our objectives will take place annually and will help inform how the school sets new priorities and new action plans for the next objectives every four years.

### **Publication**

The school's equality objectives will be published on our website and will be made available both electronically and in a hard copy format.

Our equality objectives will be:

Published on our website

Included in our school newsletter

Discussed regularly at staff meetings

Discussed regularly at governors meetings

Discussed at school council

Made readily available to all stakeholders from the school office

