



Coast Academies

Single Equality Policy

Rationale

Schools have a major influence on the attitudes of those we educate and society. We aim to give confidence to and promote awareness of the valuable contributions to society made by everyone involved with Coast Academy Schools.

We aim, at all times, to provide an inclusive and valued community providing mutual support and encouragement within our school. Every aspect of the organisation reflects our philosophy of equality and inclusion. We believe that equality should permeate all aspects of school life and that it is the responsibility of every member of the school and wider community. All should feel safe, secure, valued and of equal worth; be free from discrimination, harassment, victimisation or bullying of any type.

This policy outlines the commitment of Coast Academy Schools to ensure equality of opportunity. 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.

This policy incorporates the Single Equality Act 2010. It applies to all staff, workers, pupils, multi- agency staff, visitors, students on placement and governors. It is included in the parent induction pack and is also available on the school websites.

The purpose of this policy is to respect and protect the characteristics of gender, age, ethnicity, disability, Special Educational Needs (SEN), EAL and religious belief.

Monitoring and Review

The Head of School/Headteacher will be responsible for monitoring this policy and will consider the impact on all pupils in relation to:

- Pupils' progress and attainment
- Learning and teaching
- Behaviour, discipline and exclusions
- Attendance
- Admissions
- Incidents of prejudice related bullying and all forms of bullying
- Parental involvement
- Participation in extra-curricular and extended school activities

Policy Commitments

Our Legal Duties

Legislation relating to equality and discrimination is laid out in the Equality Act 2010. Legislation covers employment (work), the provision of services and public functions, and education.

Employers (schools) are liable for acts of employees if they did not take reasonable steps to prevent such acts. Employees can be liable for acts (where an employer took reasonable steps to prevent such acts).

The 'Protected Characteristics' within equality law are:

- **Age** - A person of a particular age (e.g. 32 year old) or a range of ages (e.g. 18 - 30 year olds). However, age discrimination does not apply to the provision of education, but it does apply to work.
- **Disability** - A person has a disability if s/he has, or has had, 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. It includes discrimination arising from something connected with their disability such as use of aids or medical conditions.
- **Gender reassignment** - A person (usually with 'gender dysphoria') who is proposing to undergo, is undergoing or has undergone gender reassignment (the process of changing physiological or other attributes of sex, therefore changing from male to female, or female to male). 'Trans' is an umbrella term to describe people with this 'Gender Identity'. 'Intersex' or 'Third Sex' are not covered by the Act but the school will treat Intersex children with the same degree of equality as potentially Trans children. Children as young as five may begin to show signs of gender dysphoria and therefore it is relevant in a primary school environment.
- **Marriage and civil partnership** - Marriage and civil partnership discrimination does not apply to the provision of education, but it does apply to work.
- **Pregnancy and maternity** - Maternity refers to the period of 26 weeks after the birth (including still births), which reflects the period of a woman's Ordinary Maternity Leave entitlement in the employment context. In employment, it also covers (where eligible) the period up to the end of her Additional Maternity Leave.
- **Race** - A person's colour, nationality, ethnic or national origin. It includes Travellers and Gypsies as well as White British people. It may include Caste.

- **Religion and belief – Our ethos is Christian and inclusive.** Religious and philosophical beliefs including lack of belief. Generally, a belief should affect your life choices or the way you live for it to be included in the definition. Religion and belief discrimination does not prevent a school from carrying out collective worship or other curriculum based activities, but pupils may withdraw from acts of collective worship.

- **Sex** - A man or a woman.

- **Sexual orientation** - A person's sexual orientation towards the same sex (lesbian or gay), the opposite sex (heterosexual) or to both sexes (bisexual). Although children may not identify as gay or lesbian until later, promotion of sexual orientation equality is still relevant in a primary school environment. For example, a child may have an older sibling or parent who is gay. Children may experience friends 'coming out' when they are older.

'Prohibited Conduct' (acts that are unlawful):

- **Direct discrimination** - Less favourable treatment because of a protected characteristic.

- **Indirect discrimination** - A provision, criteria or practice that puts a person at a particular disadvantage and is not a proportionate means of achieving a legitimate aim.

- **Harassment** - Conduct which has the purpose or effect of violating dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment. It includes harassment by a third party (e.g. customer or contractor) in the employment context. Harassment because of gender reassignment, sexual orientation or religion and belief in relation to the provision of education does not apply but such acts may constitute direct discrimination. Equality and cohesion will be promoted, in line with our Equality and Cohesion Policy, and the policy will be operated in a non- discriminatory way

- **Victimisation** - Subjecting a person to a detriment because of their involvement with proceedings (a complaint) brought in connection with this Act.

- **Combined (dual) discrimination** - Discrimination because of two protected characteristics such as age and sex/gender. Not yet effective.

- **Discrimination arising from disability** – Treating someone unfavourably because of something connected with their disability (such as periods of absence from work or medical conditions) **and failure to make reasonable adjustments.**

- **Gender re-assignment discrimination** (allows reasonable absence from work for the purpose of gender-reassignment in line with normal provision such as sick leave).

- **Pregnancy/maternity related discrimination** – unfavourable treatment because of a girl's/woman's pregnancy or maternity. It includes unfavourable treatment of a woman because she is breastfeeding.

- **Discrimination by association or perception** - For example, discriminating against someone because they "look gay", or because they have a gay brother; discriminating against someone because they care for a disabled relative.

Public Sector Duties (applies to Schools):

A public authority must, in the exercise of its functions, give due regard to the need to (in relation to protected characteristics above):

1. Eliminate discrimination, harassment, victimisation and any other prohibited conduct.
2. Advance equality of opportunity (remove or minimise disadvantage; meet people's needs; take account of disabilities; encourage participation in public life).
3. Foster good relations between people (tackle prejudice and promote understanding).

Reasonable Adjustments and Access Plans (Schedule 10)

Schools are required to:

- Take reasonable steps to avoid disadvantage caused by a provision, criteria or practice or a physical feature that puts a disabled person at a substantial disadvantage compared to a nondisabled person. This involves removing or avoiding a physical feature.
- Take reasonable steps to provide auxiliary aids/services.
- Provide information in an accessible format.
- Develop and implement (by allocating appropriate resources) Access Plans which will
- Increase disabled pupils' access to the school curriculum
- Improve the physical environment
- Improve provision of information.

The duty is an anticipatory and continuing one that you owe to disabled pupils generally, regardless of whether you know that a particular pupil is disabled or whether you currently have disabled pupils. You should plan ahead for the reasonable adjustments you may need to make.

For more information: <http://www.equalityhumanrights.com> which includes the guidance for education providers (schools) or

<http://www.devon.gov.uk/equalitylegislation.htm>

The Education and Inspections Act 2006 introduced a duty on all maintained schools in England to promote community cohesion and on Ofsted, to report on the contributions made in this area. The duty on schools came into effect on 1 September 2007 and the duty on Ofsted is due to commence in September 2008.

Promoting Equality: Teaching and Learning

Coast Academies aims to provide all pupils with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, teaching and learning will:

- Provide equality of access for all pupils and prepare them for life in a diverse society regardless of their ability;
- Use materials that reflect a range of cultural backgrounds and promote a positive image;
- Promote attitudes and values that will challenge discriminatory behaviour;
- Provide opportunities for pupils to appreciate their own culture and religions and celebrate the diversity of other cultures;
- Seek to involve all parents in supporting their child's education, including EAL families;
- Provide educational visits and extended learning opportunities that involve all pupil groups.
- Support pupils with special needs to attend trips and visits.

Promoting Equality: Curriculum

Coast Academies schools use the curriculum to enhance the self-esteem of all pupils and to provide learning environments in which each individual is encouraged to fulfil her or his potential. The aim to provide all our pupils with the opportunity to succeed. We will ensure:

- Curriculum planning reflects a commitment to equality, including catering for children with SEN or EAL;
- Through the use of provision maps, make reasonable adjustments to the curriculum received, often with the support of parents and carers to guide the learning so that the curriculum is appropriate and accessible;
- The curriculum prepares pupils for life in a diverse society and uses opportunities to reflect the background and experience of pupils and families in the school;
- That there will be opportunities in the curriculum to explore concepts and issues related to identity;
- That attitudes and values are promoted that celebrate and respect diversity and challenge discriminatory behaviour and language wherever it occurs;

Promoting Equality: Achievement

As a trust we collect and analyse a range of information for our pupils. 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.

To secure the best possible outcomes we recognise that:

- Adults are expected to provide good, positive role models in their approach to all issues relating to equality of opportunity;
- It is important to identify the particular needs of individuals and groups and to use targeted interventions to narrow gaps in achievement;
- We support pupils at an individual level through scrutiny of assessment information and so target specific short term intervention. This is immediate and reactive and can be identified by any person working with the child;
- We need to use a range of teaching methods to ensure that effective learning takes place at all stages for all;
- Resources are needed to support groups of pupils where both local and national information suggests that progress is not as good as it should be.

Promoting Equality: Ethos and Culture

At Coast Academy Schools:

- We are aware that those involved in leadership are instrumental in demonstrating mutual respect between all members of our school community;
- We strive to achieve a feeling of openness and tolerance which welcomes everyone;

- Our children are encouraged to greet visitors with friendliness and respect as well as to be leaders in this area. For example, children lead on assemblies alongside visitors.
- All children are encouraged to excel by being given opportunities across the curriculum. For example, all children participate in sporting festivals, annual shows and curriculum show case events both within our schools and in the community.
- Reasonable adjustments will be made to ensure access for pupils, staff and visitors (including parents) with disabilities (this not only includes physical access, but takes account wider access to school information and activities);
- Provision is made to cater for the social , moral, spiritual and cultural needs of all pupils through planning of assemblies, classroom based and off-site activities;
- Core Values permeate all learning and are seen by the children as central to their work and the way they conduct themselves.
- Pupils' views are actively encouraged and respected. Pupils are given an effective voice for example, through PSHE, Pupil Councils and regular opportunities to engage with other pupils about their learning; This includes pupils from other settings and schools.
- We will challenge any type of discriminatory and/or bullying behaviour.

Promoting Equality: Resources and Materials

The provision of good quality resources and materials is a high priority. These resources should:

- Reflect the reality of an ethnically, culturally and sexually diverse society;
- Reflect a variety of viewpoints;
- Show positive images of males and females in society;
- Include non-stereotypical images of all groups in a global context;
- Be accessible to all members of the school community.

Promoting Equality: Language

We recognise that it is important that all members of the school community use appropriate language which:

- Does not transmit or confirm stereotypes;
- Does not offend;
- Creates and enhances positive images of all groups;
- Creates the conditions for all people to develop their self-esteem;
- Uses accurate language in referring to particular groups or individuals and challenges in instances where this is not the case;

Promoting Equality: Personal Development and Pastoral Guidance

- All pupils are encouraged to consider the full range of opportunities available to them with no discriminatory boundaries placed on them;

- All pupils/staff/parents/carers are given support, as appropriate, when they experience discrimination;
- We recognise that perpetrators may also be victims and so require support;
- Emphasis is placed on the value that diversity brings to the school community rather than the challenges.

Promoting Equality: Partnerships with Parents/Carers and the Wider Community

Coast Academy school communities work in partnership with parents/carers. They:

- Take action to ensure all parents/carers are encouraged to participate in the life of the school; all families are invited to curriculum events, workshops, sporting events and performances.
- Maintain good channels of communication, e.g. through parent meetings and annual parents' view surveys
- We actively support our families with access to services when required, such as attending specialist appointments with them so that our families receive their entitlements.
- Encourage members of the local community to join in activities and celebrations, for example inviting local members of the local community to join in Christmas events in the schools.
- Ensure that the parents/carers of newly arrived pupils are made to feel welcome regardless of race, gender, needs, disability or ethnicity. Families are welcomed into the community through newsletters and invitations to family events immediately such as praise assemblies.

Responsibility for the Policy

All members of the community have a responsibility for promoting equalities. Coast Academy 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

The Local Governing Body have responsibility for ensuring that:

- Academies complies with all relevant equalities legislation;
- The Equalities policy is maintained and updated regularly; and that equality schemes are easily identifiable;
- The actions, procedures and strategies related to the policy are implemented;
- The designated Equalities Member will have an overview, on behalf of the governors, of all prejudice related incidents which are a breach of this policy and ensure that appropriate action is taken in relation to these incidents.

The local governing body will carry out its monitoring role through the Academy Challenge Team.

The designated Equalities LGB Member is:

For Eden Park and Preston: **Mrs. Carrienne Toms**

For Cockington:

This policy should be read in conjunction with all other policies and procedures which may be used to monitor and improve Equality and Diversity within the Partnership and beyond. These policies include:

- Safeguarding
- Complaints Procedure
- Staff Grievance Procedure
- Staff Disciplinary Policy
- Health and Safety Policy
- Behaviour and Anti-Bullying Policy
- Personnel Policies
- SEN policy
- Religious Education Policy

Appendix 1

What is a discriminatory incident?

- Harassment on grounds of race, gender, disability, sexual orientation or other factors such as socio-economic status can take many forms including verbal or physical abuse, name calling, exclusion from groups and games, unwanted looks or comments, jokes and graffiti.

A racist incident is defined by the Stephen Lawrence Inquiry Report (1999) as “any incident which is perceived to be racist by the victim or any other person.”

Types of discriminatory incidents that occur are:

- Physical assault against a person or group because of their colour, ethnicity, nationality, disability, sexual orientation or gender.
- Use of derogatory names, insults and jokes.
- Racist, sexist, homophobic or discriminatory graffiti.
- Provocative behaviour such as wearing racist, sexist, homophobic or discriminatory badges or insignia.
- Bringing discriminatory material into school.
- Verbal abuse and threats.
- Incitement of others to discriminate or bully due to victim’s race, disability, gender or sexual orientation.
- Discriminatory comments in the course of discussion.
- Attempts to recruit others to discriminatory organisations and groups.

- Ridicule of an individual for difference e.g. food, music, religion, dress etc.
- Refusal to cooperate with other people on grounds of race, gender, disability or sexual orientation.

Appendix 2

Responding to and reporting discriminatory incidents involving children.

INCIDENT

1. Member of staff to investigate further (if incident is reported) or challenge behaviour immediately.
2. Send to pastoral team/ duty teacher/ class teacher/ Assistant Head/ Deputy Head/ Head teacher.
3. Response to victim and family
4. Response to perpetrator and family
5. Action taken to address issue with year group/school if necessary through, for example, circle time/assembly
6. Incident form to be completed by appropriate staff using the schools behaviour tracking system.
7. Number of incidents to be reported to the LGB and Board on an annual basis.