

**BOREHAM PRIMARY SCHOOL**

**A Friendship School**

*'Learning and achieving together in a caring and creative environment'*

# **SINGLE EQUALITY POLICY JUNE 2017**

Staff Consulted: 7.7.17

Approved by Governing Body: 18.7.17

Next Review Date: July 2019

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# Boreham Primary School

## Equality Policy

### **1 Introduction & Rationale**

This single policy replaces the separate policies the school had on race, disability and gender to eliminate discrimination, advance equality of opportunity and foster good relations. It reflects the legal duties set out in the Equality Act 2010 and non-statutory guidance set out by the government in December 2011 and March 2012.

(See also Positive Behaviour Management, Anti-Bullying, More Able Children, Inclusion, Safe School, Health, Safety & Wellbeing, Special Educational Needs & Disability, Tackling Extremism policies.)

Equality is a key principle irrespective of gender, culture, ethnicity, gender reassignment, age, religion, disability, social economic factors or any other protected characteristics. It outlines the commitment of all to promoting equality, tackling barriers which could lead to unequal outcomes. We work to ensure that there is equality of access and that diversity is celebrated and valued. We uphold and promote the fundamental principles of British values, including democracy, the rule of law, individual liberty, mutual respect, tolerance and vigilance about radicalisation.

### **2 Vision**

At Boreham Primary School we believe that diversity is a strength which should be respected and celebrated by all those who learn, teach and visit here. We provide a stable community where everyone feels supported and listened to and are given the opportunities to take safe risks within a caring, stimulating and secure environment.

#### **Our School Values**

**Respect** - We respect each other as individuals and our school environment.

**Excellence** - We always try our very best!

**Friendship** - Our friendship school supports and cares for everybody.

**Determination** - We never give up even when things are difficult.

**Courage** - We show strength and are not afraid to get things wrong.

**Equality** - We give everybody the same opportunity to succeed.

**Inspiration** - We celebrate everybody's successes and learn from each other.

All members of our school community are expected to model our school values on a daily basis. Children can assess their own ability to recognise their own life skills in their day

to day learning. We believe our values support the well-being of our children and also their capacity to live in a modern Britain.

### **3 Aims and values**

The primary aim of Boreham Primary School is to enable all pupils to take part as fully as possible in every part of school life by developing each child's self-confidence, recognising their strengths and encouraging them to achieve their full potential.

Boreham School will take steps to advance equality of opportunity, foster good relations and eliminate discrimination or harassment across all the protected characteristics (age, race, gender reassignment, disability, marriage and civil partnership, religion and belief, pregnancy and maternity, gender, sexual orientation) within the school community. This means:

- We will take reasonable and necessary steps to meet pupils' needs by using a variety of approaches and planning reasonable adjustments for disabled pupils, enabling our pupils to take as full a part as possible in all the activities of the school. We will make reasonable adjustments to ensure the school environment and its activities are as accessible and welcoming as possible for pupils, staff and visitors to the school. We are also committed to ensuring staff with a disability have equality of opportunity.
- We will actively encourage positive attitudes towards pupils and staff and expect everyone to treat others with dignity and respect.
- We will regularly consider the ways in which the taught and wider curricula will help to promote awareness of the rights of individuals and develop the skills of participation and responsible action.
- We will regularly consider the ways in which our teaching and the curriculum provision will support high standards of attainment, promote common values, and help pupils understand and value the diversity that surrounds them, and challenge prejudice and stereotyping.
- We will monitor the progress and achievement of pupils by the relevant and appropriate protected characteristics. This information will help the school to ensure that individual pupils are achieving their potential, the school is being inclusive in practice, and trends are identified which inform the setting of our equality objectives in the four year equality scheme.
- We will collect information about protected characteristics in relation to staff recruitment, retention, training opportunities and promotions to ensure all staff have equality of opportunity. We will not ask health-related questions to job applicants before offering a job, unless it relates to an intrinsic function of the work they do. We will make reasonable adjustments such as providing auxiliary aids for our disabled staff.

- Staff will ensure the curriculum is accessible to all pupils with special educational needs and disabilities (SEND) or those for whom English is not their first language. Auxiliary aids and services will be provided for them, where reasonable adjustments are required. By planning ahead, staff will ensure that all pupils are able to take part in extra-curricular activities and residential visits, and the school will monitor the uptake of these visits to ensure no one is disadvantaged on the grounds of a protected characteristic.
- We will seek the views of outside agencies and external partners where this is needed. In planning the curriculum and resources the school will take every opportunity to promote and advance equality.
- Bullying and Prejudice Related Incidents will be carefully monitored and dealt with effectively. Regular training will be given to both existing and new staff to ensure that they are aware of the process for reporting and following up incidents of prejudice-related bullying.
- We expect that all staff will be role-models for equal opportunities, deal with bullying and discriminatory incidents and be able to identify and challenge prejudice and stereotyping.
- Throughout the year, the school will plan on-going events to raise awareness of equality and diversity. This may include a focus on disability, respect for other cultures, religions and beliefs, anti-homophobia/gay pride, gender equality, developing community cohesion and an understanding of the effects of discrimination. This will be set out as equality objectives in the four year equality scheme.
- We will ensure pupil/parent/staff consultation is regularly sought in the development and review of this policy.
- We will regularly seek the views of pupils, parents, advisory staff and visitors to the school, to ensure that the school environment is as safe and accessible as possible to all school users. We will regularly review our accessibility plans.
- The school welcomes a diverse range of candidates and encourages those who are currently under-represented to join.
- We will ensure that all staff are aware of their legal duties under the Equality Act 2010, the different forms of discrimination and what 'reasonable adjustments' mean in practice.
- Training and awareness sessions will be set out in the four year equality scheme.
- The school will consult with stakeholders, i.e. pupils, parents/carers, staff and relevant community groups, to establish equality objectives and draw up a plan based on information collected on protected groups and accessibility planning. These equality objectives will be reviewed and reported on annually.

#### 4. Legal Duties

Our Legal Duties Legislation relating to equality and discrimination is laid out in the Equality Act 2010. This legislation covers employment (work), the provision of services and public functions, and education. Employers (schools) are liable for discriminatory acts of their 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). 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. HIV, multiple sclerosis and cancer are all considered as disabilities, regardless of their effect.
- **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' is not covered by the Act but the school will treat Intersex children with the same degree of equality as children with gender dysphoria. Children as young as five may begin to show signs of gender dysphoria and therefore it is relevant in any 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.
- **Religion and belief** - 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 when very young, promotion of sexual orientation equality is as relevant in a primary school environment as it is in a secondary school. For example, a child may have an older sibling or parent who is gay. Children may experience friends 'questioning' or 'coming out' when they are in secondary school or college. Schools with a particular religious ethos cannot discriminate against lesbian, gay or bisexual pupils. It is also unlawful to discriminate because of the sex, race, disability, religion or belief, sexual orientation or gender reassignment of another person with whom the pupil is associated. So, for example, a school must not discriminate by refusing to admit a pupil because his parents are gay men or lesbians.

It would be race discrimination to treat a white pupil less favourably because she has a black boyfriend.

**'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.
- Victimisation - Subjecting a person to a detriment because of their involvement with proceedings (a complaint) brought in connection with this Act.
- 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 - Not allowing 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 pregnancy or maternity. It includes unfavourable treatment of a woman or girl 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.
- 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.

**Public Sector Duties (applies to schools):** A school 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).

In practice, 'due regard' means giving relevant and proportionate consideration to the duty, so decision makers in schools must have due regard when making a decision, developing a policy or taking an action as to whether it may have implications for people because of their protected characteristics.

## **5. Reasonable Adjustments and Accessibility Plans**

The school will 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 non-disabled person. This involves removing or avoiding a physical feature, for example steps and lifts.

Where necessary the school will take reasonable steps to:

- provide auxiliary aids/services.
- provide information in an accessible format.

As a school we will develop and implement (by allocating appropriate resources) Accessibility Plans which will;

- increase disabled pupils access to the school curriculum
- improve the physical environment
- improve provision of information.

The school will plan ahead for the reasonable adjustments that it may need to make, working with the relevant admissions authority as appropriate.

For more information download guidance from the DfE:

<http://www.education.gov.uk/aboutdfe/policiesandprocedures/equalityanddiversity/a0064570/the-equality-act-2010> and Equality Human Rights website:

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

The Education and Inspections Act 2006 introduced a duty on all maintained schools in England to promote community cohesion. Aspects of educational legislation have also promoted equal opportunities, for example the Education Act includes a duty for local authorities to educate children with special educational needs in mainstream schools wherever possible.

## **6 Responsibilities**

### **The role of the Governing Body**

- Ensure that the school complies with equality-related legislation.
- Ensure that the policy and its procedures are implemented by the Headteacher.
- Ensure all other school policies promote equality.
- Give due regard to the Public Sector Equality Duty when making decisions.

### **The role of the Headteacher**

- Implement the policy and its related procedures.
- Make all staff aware of their responsibilities and provide training as appropriate to enable them to effectively deliver this policy.
- Take appropriate action in any case of actual or potential prejudice-related incident.
- Ensure that all staff understand their duties regarding recruitment and providing reasonable adjustments to staff. It is 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. Schools should no longer require job applicants to complete a generic health questionnaire. Neither should a school seek out past sickness records until they have made a job offer.
- Ensure that all staff and pupils are aware of the process for reporting and following up bullying and prejudice-related incidents.

### **The role for all staff**

- Enact this policy, its commitments and procedures, and their responsibilities associated with this policy.
- Deal with bullying and discriminatory incidents, and know how to identify and challenge prejudice and stereotyping.
- Promote equality and good relations and not discriminate on any grounds.
- Attend such training and information opportunities as necessary to enact this policy and keep up to date with equality legislation.
- To be models of equal opportunities through their words and actions.

### **The role of pupils**

- To follow our school values and refrain from engaging in discriminatory behaviour or any other behaviour that contravenes this policy.

### **The role of visitors (including parents and carers)**

- To be aware of, and comply with, the school's equality policy.
- To refrain from engaging in discriminatory behaviour (for example, racist language) on school premises.

## **7 Tackling Discrimination**

- Any incident of discrimination is unacceptable in our school
- All incidents are investigated by the Headteacher and recorded using the Prejudice-Related Incident forms PDI1 and PDI2 (*Appendix 1*)
- The Headteacher will report to the Governing Body on the number, type and seriousness of prejudice-related incidents within the school, the prevailing trends and how they were dealt with.
- All pupils, parents and staff are aware of our procedures for dealing with discrimination and all staff are trained to deal firmly, consistently and effectively with any incident.
- Victims of discrimination will be supported by the school and, where appropriate, the school will seek the support external agencies.

## **8 Managing Pupil Behaviour**

- The school makes sure that procedures for disciplining pupils and for managing behaviour are fair and just to pupils irrespective of background or ability (See Positive Behaviour Management policy).
- All staff follow the school's positive behaviour management policy of rewards and sanctions consistently.
- Staff recognise that personal, emotional, social, cultural and medical background can affect behaviour, and take this into account when dealing with unacceptable behaviour.
- Exclusions and the use of rewards and sanctions are monitored to identify any patterns.

## **9. Monitoring**

The governing body has a named governor with responsibility for matters of equal opportunities, including racial equality and disability. It is their responsibility to keep the governing body informed of any new regulations, and to ensure that the school regularly reviews its processes and procedures.

- The governing body monitor the effectiveness of this policy.
- The Headteacher implements the schools equality policy on a day-to-day basis, and ensures that all staff are aware of the details of the policy as it applies to them.
- The school keeps a record of all the different prejudice-related incidents and the data from these are used to identify any appropriate actions required to ensure the continued safety and well-being of our staff, pupils and visitors.
- The Headteacher provides an annual report to the governing body on prejudice-related incidents within the school and, if necessary, make recommendations for further improvement.
- This policy will be reviewed at any time on request from the governors, or at least once every two years.

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FORM PDI 1

**PREJUDICE DRIVEN INCIDENT INTERNAL REFERRAL FORM** (internal school use only)

Used to notify headteacher/named member of Leadership team as soon as possible after incident has taken place.  
Each incident to be referred separately.

Incident ref. no. **Nature of alleged incident and those involved**

Nature of alleged incident Tick (✓) appropriate box(es) below.

<b>RACISM</b>	<b>RELIGION or BELIEF related</b>	<b>HOMOPHOBIA</b>	<b>SEXIST/ SEXISM</b>	<b>SEN/DISABILITY related</b>
<b>AGE</b>	If 'Other', state nature of prejudice			

Name(s) of alleged target(s)/aggrieved person(s)  
N.B. There may not be a specific person who is targeted

Name(s) of alleged perpetrator(s)

Alleged victim(s)	✓	M/ F	Further information (e.g. year group of pupil)
Pupil			
Teaching staff			
Other staff			
Parent/carer			
Governor			
Visitor			
Other			

Alleged perpetrator(s)	✓	M/ F	Further information (e.g. year group of pupil)
Pupil			
Teaching staff			
Other staff			
Parent/carer			
Governor			
Visitor			
Other			

Name(s) of possible witness(es)

Type of incident

Tick (✓) all boxes in table below that apply.

See below for explanation of categories.

Possible witness(es)	✓	M/ F	Further information (e.g. year group of pupil)
Pupil			
Teaching staff			
Other staff			
Parent			
Governor			
Visitor			
Other			

Physical assault	
Physical harassment	
Graffiti	
Cyber bullying/harassment	
Written comments/drawings (not graffiti)	
Verbal abuse	
Abuse of/damage to personal property	
Non-co-operation/disrespect	
Other	

**Types of incident**

**Physical assault** includes a range of violent actions, from criminal attacks involving hitting, kicking and possibly the use of weapons, to pushing someone or tripping them up.

**Physical harassment** includes 'minor intimidation' which may be cumulative in effect, such as jostling in a queue or using offensive gestures. It also includes physical, non-verbal mimicry.

**Graffiti** includes offensive writing and/or drawings in places where they can be widely seen, such as on walls, on desks and in lavatories.

**Cyber bullying/harassment** includes offensive writing and/or images conveyed through electronic media, e.g. the internet, emails, mobile phones.

**Written comments/drawings (not graffiti or cyber bullying/harassment)** includes offensive writing and/or drawings in places where they cannot be widely seen, such as on pieces of paper, in exercise books or on mobile phones (text messaging).

**Verbal abuse** includes derogatory name-calling, insults and overtly racist 'jokes'; threats and incitement of others to behave in a racist way; and ridicule of a person's speech, background, religion and/or culture.

**Abuse of/damage to personal property** includes hiding a pupil's bag, spoiling or destroying a piece of work, deliberately breaking something, damaging clothing, etc.

**Non-co-operation/disrespect** may be deliberate, such as ignoring or ostracising a person; but acting disrespectfully may also be unwitting, resulting from a lack of awareness or knowledge on the part of the perpetrator. Whether intentional or not, any such incidents need to be taken seriously and referred, recorded and reported.

**Other incidents** includes anything that does not fit into any of the above categories.

## RECORDING AND REPORTING

All reported incidents should be logged. Ensure that all staff are aware of this and know when and how to report an incident. Make sure copies of forms are available and easily accessible.

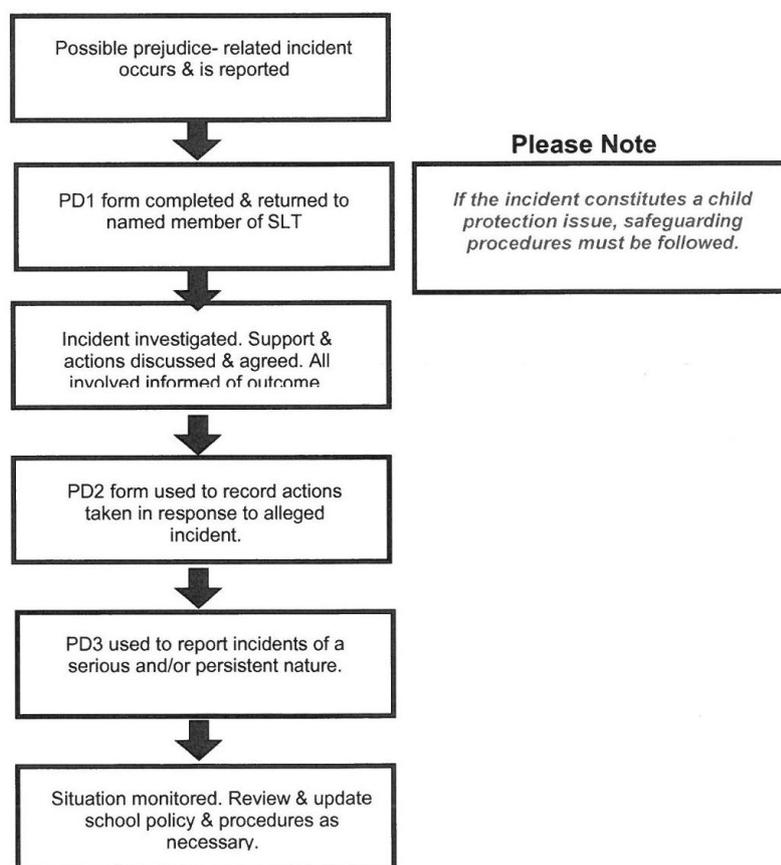
Identify a member of the senior management team and governing body responsible for monitoring prejudice related incidents. The nature of incidents should be monitored regularly and follow up action evaluated for its effectiveness. One of the outcomes of the monitoring process may be that a training need is identified for staff about dealing with incidents and/or an action plan needs to be developed with a focus on preventative action.

The following forms are examples of the types of forms schools can use to log, report, record and monitor prejudice related incidents.

**Form PD1** is completed when an incident is first reported.

**Form PD2** is used to record actions taken in response to an alleged incident.

**Form PD3** is used to report incidents of a serious and/or persistent nature especially where an incident constitutes a crime and the Police need to be informed.



**Details of alleged incidents**

**Form PDI 1** (cont.)

Date/time of incident

Place where incident occurred

**What happened?**  
*If there is insufficient space below, further papers may be attached to this form.*

**Action already taken. Please provide brief details, if known.**  
*If there is insufficient space below, further papers may be attached to this form.*

**Person reporting incident**

*A third party may need to complete this form on behalf of the pupil/person reporting the incident.*

Name of person completing form .....

Name of person reporting incident (if different) .....

How person reporting incident can be contacted (if not at school) .....

Person reporting incident	✓	Gender (M/F)	Further information (e.g. year group of pupil)
Pupil			
Teaching staff			
Other staff			
Parent			
Governor			
Visitor			
Other			

- Was the person reporting the alleged incident the target? Yes  No
- Did the person reporting the alleged incident witness the incident (i.e. 3<sup>rd</sup> party)? Yes  No
- Did the person reporting the incident hear about it from someone else? Yes  No   
 If 'Yes' to the last question, who informed the person? How did the person get to hear about it?

.....

- Has the person reporting the incident notified anyone else? Yes  No   
 If 'Yes' to the last question, to whom else has it been referred?

.....

Signed by person reporting incident ..... Date .....

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**FORM PDI 2**

**PREJUDICE DRIVEN INCIDENT INTERNAL RECORDING FORM** (internal school use only)

Used to record actions taken by the school in response to allegations of prejudice driven incidents reported through Form PDI1.

Ref. no

(Same as that on Form PDI 1)

Does the alleged incident constitute a safeguarding/ child protection issue? Yes  No

If 'Yes', then the incident must not be investigated further by the school, in which case the rest of this form becomes irrelevant. Instead, the incident must be referred **immediately** to the person in the school who is responsible for safeguarding and the SET procedures followed. The incident will need to be logged as a prejudice driven incident if substantiated.

If 'No', then the rest of this form can be used to log actions taken in response to the alleged incident.

Further details of those allegedly involved	Name(s)	Ethnicity (must be entered where known)	Religion	Whether disabled	Whether pupil with SEN	Whether 'looked after' child
Target(s)/aggrieved person(s)						
Perpetrator(s)						

**1. Investigation of alleged incident**

1.1 How was the allegation investigated?

*If there is insufficient space in the grid below, further papers may be attached to this form.*

Date/time	Action	Outcome

1.2 Names of those involved who have been informed of the outcome of the investigation (e.g. the alleged target(s)/perpetrator(s); parents/carers; the person who reported the incident):

.....

.....

.....

1.3 As a result of the investigation, was the allegation substantiated?

Yes  No

*If the allegation was substantiated, section 2. overleaf should be completed*

**2. Actions taken in response to substantiated incident**      **FORM PDI 2**  
 (cont.)

2.1 Record of actions taken.  
 If there is insufficient space in the grid below, further papers may be attached to this form.

Date/time	Action	Outcome

2.2 PDI 3 form sent Yes  No

2.3 Police informed (only necessary in incidents of a very serious nature) Yes  No

2.4 Parents/carers of target(s)/aggrieved person(s) informed Yes  No

2.5 Parents/carers of perpetrator(s) informed Yes  No

2.6 Parents/carers of witness(es) informed:

Signed ..... Name (printed) ..... Date .....