



The Spinney Primary School

Single Equality Policy

Introduction

This Equality Policy sets out the Spinney School's approach to promoting community cohesion, equality and diversity, and references the 9 protected characteristics.

This Equality Policy statement sets out:

- The Changes to the Equality Scheme Legislation
- The Equality Act 2010
- The 9 protected characteristics
- Discrimination by association
- Complaining about discrimination
- The school's context
- Aims and values
- The school's overall approach to promoting equality: community cohesion, recognising and celebrating diversity and tackling discrimination
- Specific reference to community cohesion and the 9 protected characteristics
- Roles and responsibilities
- Monitoring, reviewing and assessing impact.

Equality schemes: changes in legislation

The Equality Act 2010 introduced a single Public Sector Equality Duty (PSED), which came into effect in April 2011. It applies to public bodies, including maintained schools and academies. Under specific duties set out in previous equality legislation, schools were required to produce equality schemes in relation to race, disability and gender. Under the new specific duties there are no requirements to create equality schemes. But schools may choose to continue producing such a scheme, if it helps them to comply with the equality duty, and they can expand it to cover the additional protected characteristics.

"Equality Act 2010 – discrimination and rights – Citizen's Advice Bureau

When are you protected from discrimination?

Discrimination means treating you **unfairly** because of who you are. The **Equality Act 2010** protects you from discrimination by:

- employers
- businesses and organisations which provide goods or services like banks, shops and utility companies
- health and care providers like hospitals and care homes
- someone you rent or buy a property from like housing associations and estate agents
- schools, colleges and other education providers
- transport services like buses, trains and taxis
- public bodies like government departments and local authorities.

There are nine **protected characteristics** in the Equality Act. Discrimination which happens because of one or more of these characteristics is unlawful under the Act. We all have some of these characteristics - for example, sex or age - so the Act protects everyone from discrimination.

If an individual is treated unfairly because someone thinks they belong to a group of people with protected characteristics, this is also unlawful discrimination

What are the protected characteristics?

The **characteristics** that are protected by the Equality Act 2010 are:

- age
- disability
- gender reassignment
- marriage or civil partnership (in employment only)
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation.
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Discrimination by association

The Act also protects you if people in your life, like family members or friends, have a protected characteristic and you're treated unfairly because of that. This is called **discrimination by association**. For example, if you're discriminated against because your son is gay.

If you complain about discrimination

The Equality Act protects you if you're treated badly because you've complained about discrimination or stood up for discrimination rights, either for yourself or for someone else."

The Spinney Context – What sort of school are we?

The Spinney is a friendly and welcoming primary school set in Cherry Hinton, one of the villages in the south of the City of Cambridge. It serves children and families from within the school's catchment area and beyond. We are very proud of the ethnic, social, linguistic and cultural diversity of the community that we serve and are pleased to take an active role in our community. Over a third of our pupils are from minority ethnic groups and half of our pupils have English as an additional language.

At the date of writing this policy there are currently 209 pupils on roll, with an even number of boys and girls, of the 45 staff members, currently 5 are male. 7% of the school have special educational needs and there are 3 pupils currently with statements of educational needs. A small number of pupils are in receipt of free school meals. The school is proud of the diversity of faith in the school which includes Islam, Hinduism, Buddhism, Christianity and pupils who chose to have no religious belief. 48% of pupils in school have English as an additional language. Mobility (see appendix 1) in the school has in previous years been 20%.

The Spinney School is proud to be such a diverse school and inclusion and community are fundamental principles of our ethos. We believe that every child is unique, every child matters and every child is valued. The curriculum and the work of the school seeks to reflect the cultural, religious, heritage, and linguistic diversity of the children and community we serve. For example there is a display to show the languages spoken in the school and pupils are encouraged to speak and write in their first language as appropriate and there are some dual language books in the school.

The school achieved the International Schools Award in 2008 and continues to work to celebrate the international dimension of learning including pen pal letters with a Greek school, trainee teachers from Florida, fundraising activities for international charities and a special International week. The school is also exploring learning opportunities in partnership with The Global Learning Programme (GLP) which is a funded programme of support that's helping teachers in primary, secondary and special schools to deliver effective teaching and learning about development and global issues at Key Stages 2 and 3.

Religious Education is taught throughout the school and there are opportunities for pupils to discuss their faith or non-faith in a supportive context. There are daily whole school or class assemblies through which pupils develop their social, emotional, moral and religious and spiritual understanding.

Equality – aims and values

At The Spinney Primary School we aim to provide equality and excellence for all in order to secure the highest possible outcomes and opportunities for pupils' social, personal and academic achievement.

Our Single Equality Policy is based on the following core values as expressed in this school's aims/mission statement.

1. To provide an education which places importance on the development of the whole child, intellectually, physically, emotionally, academically and socially.
2. To provide an environment where each child is encouraged to develop to the full extent of their ability. Where each person is valued and is made aware that they have a valuable contribution to make to the school. To support the child build a positive self image.
3. To provide a broad-based curriculum, including delivery of the National Curriculum:
 - to develop basic skills of numeracy and literacy,
 - to develop the ability to observe, question, hypothesise and solve problems,
 - to develop social skills including confident speaking and communication.
4. To encourage the partnership between home and school. To encourage parents to take an active part in their child's education.

5. To ensure equal opportunities in work and play, to treat all individuals fairly and to promote a culture of respect for others.
6. To appreciate the diversity of our community and to encourage respect and appreciation for religions, linguistic, cultural diversity so that pupils are well prepared for life in a diverse, pluralist society.
7. To liaise with our local nurseries and our partner secondary schools
8. To enable the children to develop aesthetic and creative awareness
 - to develop concepts of beauty in the natural and man-made world,
 - to introduce them into the world of artists, writers and musicians,
 - to develop a sense of spiritual awareness.
9. To use technology where appropriate, so children become familiar with useful tools for their learning in school, and their work in later life.
10. To create and strengthen links with the community and promote cohesion e.g. by inviting people from the local community into the school and engaging in community events e.g. Cherry Hinton Festival, events at Cambridge Museums.

The Spinney Rules

The school's aims and values underpin the Spinney School's 5 Take Care Rules – which are directly linked to the 5 Every Child Matters Outcomes for children: Be healthy, Stay Safe, Enjoy and Achieve, make a Positive Contribution, Achieve Economic Well-Being. These rules are displayed as a hand around the school and are explicitly referred to through assemblies and through the SEAL programme.

At The Spinney School we,

1. Take Care of Ourselves.
2. Take Care of Each Other.
3. Take Care of Our Learning.
4. Take Care of Our School, Our Community and Our World.
5. Take Care of Our Future.

The Spinney's Approach to Promoting Equality

The overall objective of the School's Single Equality 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.

Through the Single Equality Policy, the school seeks to ensure that no member of the school community or any other person through their contact with the school receives less favourable treatment on any grounds, which cannot be shown to be justified. This covers race, colour, nationality, ethnic or national origin, religion or belief, gender, marital status, responsibility for children or other dependants, disability, sexual orientation, gender reassignment, age, trade union or political activities, socio-economic background, where the person lives or spent convictions.

The principles of this policy apply to all members of the extended school community – pupils, staff, governors, parents and community members.

Community Cohesion

The Education and Inspections Act 2006 inserted a new section 21(5) to the Education Act 2002 which introduces a duty on schools' governing bodies to promote community cohesion. This came into force in

September 2007. Ofsted have included the implementation of the duty in their inspection from September 2008.

What is community cohesion?

“By community cohesion, we mean working towards a society in which there is a **common vision** and **sense of belonging** by all communities; a society in which the diversity of people’s backgrounds and circumstances is appreciated and valued; a society in which similar **life opportunities** are available to all; and a society in which strong and positive relationships exist and continue to be developed in the workplace, in schools and in the wider community.

Broadly, schools’ contribution to community cohesion can be grouped under the three following headings:

- Teaching, learning and curriculum – helping children and young people to learn to understand others, to value diversity whilst also promoting shared values, to promote awareness of human rights and to apply and defend them, and to develop the skills of participation and responsible action – for example through the new ‘Identity and Diversity: living together in the UK’ strand within citizenship education.
- Equity and excellence – to ensure equal opportunities for all to succeed at the highest level possible, striving to remove barriers to access and participation in learning and wider activities and working to eliminate variations in outcomes for different groups.
- Engagement and extended services – to provide reasonable means for children, young people, their friends and families to interact with people from different backgrounds and build positive relations: including links with different schools and communities and the provision of extended service with opportunities for pupils, families and the wider community to take part in activities and receive services which build positive interaction and achievement for all groups.”

Alan Johnson, Secretary of State for Education and Skills, speaking in Parliament on 2 November 2006. Based on the Government and the Local Government Association’s definition first published in Guidance on Community Cohesion, LGA, 2002 and resulting from the Cantle Report in 2001.

The Spinney Primary School – Promoting A Cohesive Community

The Spinney Primary School serves a wide and diverse community encompassing the village of Cherry Hinton and other local villages. Our school community contains a diverse range of pupils from a variety of ethnic backgrounds, religions and languages. The school is set in a village to the south of the city of Cambridge and benefits from the local recreation grounds, the beautiful Cherry Hinton Hall and grounds, a local wildlife reserve “The Spinney” as well as the famous museums, colleges and art galleries and other city facilities including Cambridge University.

In order to achieve a cohesive community, we will:

- Promote understanding and engagement between communities.
- Encourage all children and families to feel part of the local and wider community.
- Understand the needs and hopes of all our communities.
- Tackle discrimination, promote tolerance and respect.
- Increase life opportunities for all.
- Ensure the teaching and the curriculum explores and celebrates diversity.

Teaching, Learning, Curriculum, Guidance and Support

The Spinney has a focused commitment to raising standards and is ambitious for every child. The Spinney sets high expectations for a child’s personal, social and academic achievement.

The Spinney staff strive to ensure that every child achieves their full potential through careful assessment, feedback, monitoring and review of provision.

In addition the school monitors and analyses pupil performance by ethnicity, gender, disability and special educational need and takes account of socio-economic circumstances. Any disparities, which are identified, are addressed through targeted curriculum planning, teaching and support.

All staff ensure the classroom is an inclusive environment. We want all children to be “safe, happy and learning”. For this to happen the staff know how important it is for all children to feel valued, and for them to feel that they can all make a positive contribution to the life and success of the school.

Positive steps are taken to include all pupils e.g. new pupils, or pupils who have a first language other than English, or pupils who do not wish to take part in religious assemblies.

At The Spinney we ensure that our curriculum takes account of pupils’ experiences, previous learning and starting points and we are responsive to pupils’ varying learning needs. Where pupils need additional support the Inclusion leader and Headteacher ensure that additional provision is made and pupil progress is carefully monitored.

Staff expressly remind the children of the school’s high expectations and commitment to high standards and all pupils are encouraged to take responsibility for their own learning and behaviour.

The Spinney school plans the learning opportunities carefully to engage and motivate the children. The curriculum makes learning links wherever possible, and ensures that there are meaningful opportunities for the children to apply and improve their key skills including reading, writing, maths and social skills.

The curriculum builds on the children’s prior knowledge and understanding and is differentiated appropriately to ensure the inclusion of:

- boys and girls
- pupils learning English as an additional language
- pupils who are bilingual
- pupils from minority ethnic groups
- pupils who celebrate a particular religion or choose to have no religion
- pupils who are gifted and talented
- pupils with special educational needs
- pupils with a disability
- pupils who are in public care
- pupils who are at risk of disaffection and exclusion

The curriculum is planned to incorporate the principles of equality and inclusion and to promote positive attitudes to diversity. All subjects contribute to the spiritual, moral, social, and cultural development of all pupils.

The Spinney actively promotes good personal, social and community relations and recognises the positive dimension of the diversity of our school.

All staff are expected to be role models for the children and to demonstrate the positive values of politeness, kindness, respect, trust and be committed to high standards.

Staff are reminded to have unconditional positive regard for every child

Staff are encouraged to eliminate barriers to learning including avoiding stereotypes of individual children or groups of children.

The Spinney is a caring school and is keen to ensure that all children feel happy and safe and thus able to learn. To this end the school offers a range of pastoral support including listening boxes, significant adults, talk time, and a Family Liaison worker.

The Spinney expects high standards of behaviour from all pupils. The school's behaviour policy promotes positive behaviours through reward systems such as house points, Headteacher certificates and stickers. The procedures for disciplining pupils and managing behaviour that are fair, applied equally to all and work on a staged approach based on the 1,2,3, Magic system.

Clear procedures are in place so that all forms of bullying and harassment, including racism and harassment related to disability, sexism and homophobia are dealt with promptly, firmly and consistently and are in line with relevant Cambridgeshire LA policies. All forms of harassment are recorded, monitored and dealt with in line with relevant school policies.

The Spinney School takes all reasonable steps to prevent exclusion.

Race Equality

Race Relations Amendment Act 2000

The curriculum for all maintained schools should promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and prepare pupils at the school for the opportunities, responsibilities and experiences of later life¹.

Schools have a duty to eliminate unlawful racial discrimination and to promote equality of opportunity and good relations between people of different groups².

The Act places a **general duty** on schools to:

- promote equality of opportunity
- promote good race relations
- eliminate unlawful racial discrimination.

Disability Equality Duty

Part 1 of the Disability Discrimination Act (DDA) 1995 defines a disabled person as someone who has "a physical or mental impairment which has a substantial and long-term adverse effect on a person's ability to carry out normal day-to-day activities"

The Disability Discrimination Act 2005 outlines the duty on authorities and its members to prevent discrimination and harassment and to make reasonable adjustments when carrying out their functions.

Schools must demonstrate due regard to the need to:

- promote equality of opportunity between disabled persons and other persons
- eliminate discrimination that is unlawful under the Act
- eliminate harassment of disabled persons that is related to their disabilities
- promote positive attitudes towards disabled persons.
- encourage participation by disabled persons in public life
- take steps to meet disabled people's needs, even if this requires more favourable treatment.

Gender Equality Duty

The Equality Act 2006 amends the Sex Discrimination Act 1975 (SDA) to place a statutory duty on all public authorities, including schools, when carrying out their functions, to have due regard to the need to:

- eliminate unlawful sex discrimination and harassment (and)
- promote equality of opportunity between females

Discrimination on the Grounds of Religion or Belief

¹ Education Act 2002, Section 78

² Race Relations Amendment Act 2000

Part 2 of the Equality Act 2006 also introduces provisions outlawing discrimination on the grounds of religion or belief in education in schools.

The Act sets out that it is unlawful for maintained, independent and special schools to discriminate against a person on the grounds of religion or belief with reference to admissions, exclusions, access and participation. Specifically, schools will not be allowed to admit or refuse to admit a pupil on the basis of their parents' or carers' religion.

Roles and responsibilities

Everyone who works in the school has a responsibility for promoting equality and inclusion, and avoiding unfair discrimination.

The Spinney Governors are responsible for:

- Making sure the school complies with all current equality legislation including the Disability Discrimination Act (DDA) 1995 and 2005, The Equality Act 2006, The Race Relations Amendment Act (2000) the Education Act 1996 and The Children's Act 2004
- Making sure this policy and its procedures are followed.

The Headteacher is responsible for:

- Making sure the policy is readily available (this will be available on the school's website) and that the governors, staff, pupils and their parents/carers know about it.
- Making sure its procedures are followed.
- Dealing with and reporting racist (to Governors and the LA), sexist and homophobic incidents, and being able to recognise and tackle bias and stereotyping.
- Producing regular information for staff and governors about the policy and how it is working, and providing training for them on the policy, if necessary.
- Making sure all staff know their responsibilities and receive training and support in carrying these out.
- Taking appropriate action in cases of harassment and discrimination.

All Spinney Staff are responsible for:

- Dealing with and reporting racist, sexist and homophobic incidents, and being able to recognise and tackle bias and stereotyping.
- Promoting equality and good community relations and avoiding discrimination against anyone for reasons of race, colour, nationality, ethnic or national origins, gender, disability, religion or belief, sexual orientation or socio-economic circumstances.
- Keeping up to date with the law on discrimination and taking training and learning opportunities.

Visitors and contractors are responsible for:

- Knowing and following our equality policy statement as detailed in the front entrance and reporting any incidents to the Headteacher.

Responsibility for overseeing equality practices in the school lies with the Headteacher and a named governor (currently Shakila Bukhari). Responsibilities include:

- Coordinating and monitoring work on equality issues.
- Dealing with and monitoring reports of harassment (including racist and homophobic incidents).
- Monitoring the progress and attainment of vulnerable groups of pupils (e.g. Black and minority ethnic pupils, including Gypsies and Travellers).
- Monitoring exclusions.

Monitoring, Reviewing, Assessing Impact

This policy will be regularly monitored by the Headteacher and through the School Development Committee and reviewed by staff and governors to ensure that it is effective in tackling discrimination,

promoting access and participation, equality and good relations between different groups, and that it does not disadvantage particular sections of the community.

Any pattern of inequality found as a result of impact assessments is used to inform future planning and decision-making. A named member of staff and a named governor responsible for equality will monitor specific outcomes.

The Headteacher will provide reports for review by the Governing Body. These will include: school population, workforce recruitment, retention and progression, key initiatives, progress against targets and future plans.

Community cohesion will be monitored against the Cambridgeshire standards which are based on the national 'Community Cohesion Education Standards for Schools' (DfES, Home Office and Commission for Racial Equality 2004), 'Guidance on the duty to promote community cohesion' (DCSF 2007, ref. 00598-2007) and 'Our Shared Future' (Commission on Integration and Cohesion 2007)

Rachel Snape 8th December 2009

School Development Committee 27th April 2010

Policy reviewed R Snape 10th May 2017