



STANNINGLEY PRIMARY SCHOOL SINGLE EQUALITY POLICY

This policy demonstrates our commitment to fair and equal treatment of all pupils, staff, visitors, prospective employees and any other member of our school community in relation to the nine 'protected characteristics'; **age, disability, ethnicity, gender, gender identity, marriage and civil partnership, pregnancy and maternity, religion and belief and sexual identity** that were established in the updated 2010 Equality Act.

As far as schools are concerned, for the most part, the effect of the current law is the same as it has been in the past – meaning that schools cannot unlawfully discriminate against pupils because of their sex, race, disability, religion or belief or sexual orientation.

This policy outlines the strategies and procedures in place to ensure that equality is effectively practiced in our school. This policy will incorporate all our statutory duties within the Race Relations Act 1976 (amended 2000), Disability Discrimination Act 2005 and Equalities Act 2006 (amended 2010) **Statutory Duties are detailed at the end of the policy.*

The staff at Stanningley Primary School are aware that the general duty (from April 2011) requires public bodies (such as our school) to have due regard to:

- **Eliminating discrimination**
- **Advancing equality of opportunity**
- **Fostering good relations**

The specific duties (from April 2012) require local authorities and schools to:

- **Publish information which shows their compliance with the general duty**
- **Publish specific and measureable equality objectives to meet the general duty**

“We note that at Stanningley: Equality is not about treating everyone the same – it is about ensuring that everyone has the same opportunities. Diversity is about valuing differences in all their forms”

Stanningley Primary School is fully committed to ensuring **everyone** is treated fairly and with respect. We are fully committed to ensuring that all our pupils are given every opportunity to achieve their full potential. Pupils have equal access to a broad, balanced, relevant and differentiated curriculum (National Curriculum 2014). We believe that everyone has the right to work and learn in a safe and supportive environment. We aim to develop a culture of inclusion and diversity in which people feel free to participate fully in school life. The achievement of all pupils will be monitored and we will use this data to raise standards and ensure inclusive teaching. We will make reasonable adjustments to ensure that the school environment is as

accessible as possible. At Stanningley Primary we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

At Stanningley Primary School we understand equality to mean treating everyone with equal dignity and worth, valuing their particular characteristics such as their age, disability, gender, ethnicity, religion or belief, sexual orientation and socio-economic circumstances. We further understand that people have different needs, situations and goals and therefore achieving equality requires the removal of discriminatory barriers that limit what people, especially children and young people can do and can be. We recognise that inequality can be experienced in a variety of ways such as through outcomes, access to services, the degree of independence to make decisions affecting lives and inequality of treatment, including in relation to employment, through direct and indirect discrimination or disadvantage imposed by other individuals, groups, institutions or systems intentionally or inadvertently.

OUR GUIDING PRINCIPLES

In fulfilling the legal obligations outlined further on in this scheme, we at Stanningley Primary School are guided by seven principles.

Principle 1: All members of the school and wider community are of equal value.

We see all members of the school and wider community of equal value:

- whether or not they are disabled
- whatever their ethnicity, culture, religious affiliation, national origin or socio-economic circumstances
- whichever their gender and sexual orientation
- whatever their age

Principle 2: We recognise and respect diversity

Treating people equally does not necessarily involve treating them all the same. Our policies, procedures and activities must not discriminate, but are differentiated, as appropriate, to take account of differences of life-experience, outlook and background, and in the kinds of barrier and disadvantage which people may face, in relation to:

- disability, so that reasonable adjustments are made
- ethnicity, so that different cultural backgrounds and experiences of prejudice are recognised
- gender and sexual orientation so that the different needs and experiences of girls and boys, women and men are recognised.
- age

Principle 3: We foster positive attitudes and relationships, and a shared sense of cohesion and belonging

We intend that our school policies, procedures and activities should promote:

- positive attitudes towards disabled people, good relations between disabled and non-disabled people, and an absence of harassment of disabled people
- positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, religious affiliation, national origin or socio-economic circumstances, and an absence of prejudice-related bullying and incidents
- mutual respect and good relations between boys and girls, women and men, and an absence of sexual harassment
- positive intergenerational attitudes and relationships.

Principle 4: We will ensure that the recruitment, retention and ongoing development of staff is undertaken in a fair and equitable manner to support our school's vision and values

We are aware that policies and procedures should benefit all employees and potential employees, for example in recruitment and promotion, and in continuing professional development:

- whether or not they are disabled
- whatever their ethnicity, culture, religious affiliation, national origin or socio-economic circumstance
- whichever their gender and sexual orientation
- whatever their age

Principle 5: We aim to reduce and remove inequalities and barriers that already exist

In addition to avoiding or minimising possible negative impacts, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist between:

- disabled and non-disabled people
- people of different ethnic, cultural and religious and socio-economic backgrounds
- girls and boys, women and men
- lesbian, gay, bisexual and transgender
- Age (where appropriate)

Principle 6: We consult widely

People affected by a policy or activity should be consulted and involved in the design of new policies, and in the review of existing ones. We involve:

- disabled people as well as non-disabled
- people from a range of ethnic, cultural and religious and socio-economic backgrounds
- both women and men, and girls and boys.
- lesbian, gay, bisexual and transgender
- Age

Principle 7: We feel that the community as a whole should benefit

We intend that our policies and activities should benefit society as a whole, both locally and nationally, by fostering greater social cohesion, and greater participation in public life of:

- disabled people as well as non-disabled
- people of a wide range of ethnic, cultural and religious and socio-economic backgrounds
- both women and men, girls and boys.
- lesbian, gay, bisexual and transgender
- people of different ages and between generations

Principles in themselves are not enough. In the light of the principles stated above, we have identified practical priorities and plans of specific action, in order to promote equality in: disability, ethnicity, gender, sexual orientation, religion and belief, age, socio-economic circumstances.

THE CURRICULUM

We will actively seek opportunities to review the curriculum in order to ensure that teaching and learning reflect the seven principles outlined above. We will ensure that staff are offered the opportunity to engage in appropriate training and development to support the achievement of the seven principles.

ETHOS AND ORGANISATION

We ensure that the principles listed above apply also to the full range of our policies and practices, including those that are concerned with:

- learners' progress, attainment and assessment
- learners' and staff personal development, welfare and well-being
- teaching styles and strategies
- admissions and attendance
- staff and governor recruitment, retention and professional development
- care, guidance and support
- behaviour, discipline and exclusions
- working in partnership with parents, carers and guardians
- working with the wider community.
- participation of groups in wider school activities
- preparing all members of the community for living and positively contributing to a diverse society
- understanding and living British Values

ADDRESSING PREJUDICE AND PREJUDICE-RELATED BULLYING

The school is opposed to all forms of prejudice which stand in the way of fulfilling legal duties for all aspects of equality:

- prejudices around disability and special educational needs
- prejudices around racism and xenophobia, including those that are directed towards religious groups and communities, for example anti-semitism and Islamophobia, and those that are directed against travellers, refugees and people seeking asylum
- prejudices reflecting sexism and homophobia.

Any prejudice-related incidents should be reported to the Senior Leadership Team immediately. All incidents will be assessed, recorded and dealt with. Recorded incidents are kept in file in the Head teachers (Mrs Brewer's) office.

We take seriously our obligation to report regularly to the local authority about the numbers, types and seriousness of prejudice-related incidents at our school and how they were dealt with in line with existing and future legal requirements. At Stanningley Primary School we work closely with West Yorkshire Police.

ROLES AND RESPONSIBILITIES

The governing body is responsible for ensuring that the school complies with current legislation, and that this policy and its related procedures and strategies are implemented.

A dedicated member (**Mr Alex Wilbrew**) of the governing body has a watching brief regarding the implementation of this policy.

The head teacher (**Mrs Julie Brewer**) is responsible for implementing the policy; for ensuring that all staff, governors and visitors are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination.

All staff are expected to:

- promote an inclusive and collaborative ethos in their classroom
- challenge and deal with any prejudice-related incidents that may occur
- identify and challenge bias and stereotyping in the curriculum
- make appropriate modifications to the environment for children with physical disabilities

- support pupils in their class for whom English is an additional language
- keep up-to-date with equalities legislation relevant to their work.

INFORMATION AND RESOURCES

We ensure that the content of this policy is known to all staff and governors and, as appropriate, to all pupils and parents and carers. The Single Equality Policy will be posted on the school website so that it is easily accessible to all.

All staff and governors have access to a selection of resources which discuss and explain concepts of equality, diversity and community cohesion in appropriate detail.

RELIGIOUS OBSERVANCE

We respect the religious beliefs and practice of all staff, pupils and parents, and comply with reasonable requests relating to religious observance and practice.

STAFF DEVELOPMENT AND TRAINING

We ensure that all staff, including support and administrative staff and governors, receive appropriate training and opportunities for professional development, both as individuals and as groups or teams.

BREACHES OF THE POLICY

Breaches of this scheme will be dealt with in the same ways that breaches of other school policies are dealt with, as determined by the head teacher and governing body.

MONITORING AND EVALUATION

We collect, study and use quantitative and qualitative data relating to the implementation of this policy, and make adjustments as appropriate.

In addition to tracking EVERY child we closely monitor the progress of vulnerable groups such as SEN, pupil premium, medical needs, EAL, gender and ethnicity. Comparing average point scores and progress shows us any anomalies for different groups and individual children. Intervention and provision mapping ensures that accelerated progress is achieved, therefore narrowing the gap

To review good practice we may make use of a range of auditing schedules.

IN CONCLUSION

Stanningley is a predominantly white British, insular place to live. Very few of our children experience life outside of their local area. Attitudes around diversity can be negative in the community, hence some of our children live in a 'dual' world. At Stanningley Primary School we want our children to grow up having a choice about their feelings and opinions, so they can hopefully open their hearts and minds to the world as they grow and move on in life. Challenge is a major element of our approach in school towards any inequality whether in thought or actions. Positive reinforcement and role modelling is vital.

At Stanningley Primary School we hope that the impact of respecting equality and diversity on the children and all stakeholders will create LESS

- Tokenism – “saying the right thing but not believing in it”
- Negativity
- Intolerance

And MORE:

- Honesty
- Positive Challenge
- Freedom of Choice and self-belief
- Ability to make decisions without guilt or pressure from others

- Depth of feeling which is positive
- Learning of high quality – with depth and that is embedded in the school and community.

Our school motto is “RESPECT & PRIDE”. Everything we do at Stanningley is to help our children to grow into respectable, proud citizens in our ever changing world.

This Single Equality Policy was formally reviewed and adopted by Stanningley Primary School in July 2023.



Chair of Governors:

(Mrs L. Travis-Jones)



Headteacher :

(Mrs J. Brewer)

To be reviewed: July 2026

LEGAL DUTIES

1. We welcome our duties under the Race Relations 1976 as amended by the Race Relations Amendment Act 2000; the Disability Discrimination Acts 1995 and 2005; and the Sex Discrimination Act 1975 as amended by the Equality Act 2006 and the Equalities Act 2010.
2. We welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.
3. We recognise that these four sets of duties are essential for achieving the five outcomes of the Every Child Matters framework, and that they reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

4. Summaries of our legal obligations under the three main equality strands of disability, ethnicity and gender are outlined below. After each of the three equality strand we have also outlined the outstanding key issues for our school to address as priorities for the forthcoming three years, which will be included in our action plan as well highlighting the successful impact we have already had in our school.

SUMMARY OF LEGISLATIVE REQUIREMENTS

The legal frameworks

Equality impact assessments of new policies have been required since 2002 in the case of ethnicity, since 2006 in the case of disability, and since 2007 in the case of gender. The requirements are contained within frameworks which distinguish between a) 'the general duty' and b) 'specific duties'.

A further distinction is drawn between a) specific duties concerned with policy development and service delivery and b) those concerned with employment.

The three main frameworks are summarised below. As first published, they are:

- The Disability Discrimination (Public Authorities) (Statutory Duties) Regulations 2005
Statutory Instrument 2005 No. 2966
- The Race Relations Act 1976 (Statutory Duties) Order 2001
- The Sex Discrimination Act 1975 (Public Authorities) (Statutory Duties) Order 2006
- Statutory Instrument 2006 No. 29

DISABILITY EQUALITY

The Disability Discrimination Act 1995, as amended by the Disability Discrimination Act 2005, places a general duty on public authorities to promote disability equality. The duty came into force on 4 December 2006 and requires public authorities to:

- promote equality of opportunity between disabled persons and other persons
- eliminate unlawful discrimination
- 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 take account of disabled persons' disabilities, even where that involves treating disabled people more favourably.

Specific duties

The specific duties relating to policy development and service delivery require public authorities to:

- produce and publish a disability equality scheme (DES) demonstrating how they intend to fulfil their general and specific duties
- involve disabled people in the development of the scheme
- produce an action plan setting out the key actions an authority will take to promote disability equality
- explain the methods they use for assessing the impact of their policies and practices, or the likely impact of their proposed policies and practices, on equality for disabled persons
- assess and consult on the likely impact of proposed policies on the promotion of disability equality
- monitor policies for any adverse impact on the promotion of disability equality
- publish the results of these assessments, consultation and monitoring
- report annually on the progress of the action plan
- review the scheme every three years.

The specific duty covering an authority's role as an employer is to monitor the effect of its policies and practices on disabled persons, and in particular the effect on the recruitment, development and retention of disabled employees.

What impact have we already had on disability equality in our school?

What key issues still remain for our school?

Access arrangements?

RACE EQUALITY

In 2001, the Race Relations Act 1976 was amended to give public authorities a new statutory duty to promote race equality.

The general duty requires public authorities to have due regard to the need to:

- eliminate unlawful racial discrimination
- promote equality of opportunity
- promote good relations between persons of different racial groups.

Specific duties

The specific duties relating to policy development and service delivery are to do with the content of a race equality scheme (RES). Schemes should set out an authority's functions and policies, or proposed policies that are assessed as relevant to the general duty to promote ethnicity equality and should set out an authority's arrangements for:

- assessing and consulting on the likely impact of its proposed policies on the promotion of race equality
- monitoring its policies for any adverse impact on the promotion of race equality
- publishing the results of such assessments and consultation
- ensuring public access to information about the services that it provides

- training staff in connection with the general and specific duties
- reviewing the scheme every three years.

The specific duties covering an authority's role as an employer are to:

- monitor by ethnicity the numbers of staff in post and the applicants for employment, training and promotion.
- monitor by ethnicity the numbers of staff who receive training; benefit or suffer detriment as a result of performance assessment procedures; are involved in grievance procedures; are the subject of disciplinary procedures; cease employment
- report and publish annually the results of staff monitoring, and actions taken towards achievement of overall ethnicity equality objectives.

What impact have we already had on race equality in our school?

What key issues still remain for our school?

GENDER EQUALITY

The general duty

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

- eliminate unlawful discrimination and harassment
- promote equality of opportunity between men and women

Specific duties

The specific duties relating to policy development and service delivery require public authorities to:

- produce and publish a gender equality scheme (GES) showing how they will meet the general and specific duties and setting out their gender equality objectives
- gather and use information on how their policies and practices affect gender equality
- assess the impact of their policies and practices, or the likely impact of their proposed policies and practices, on equality between women and men
- consult stakeholders in the development of the scheme
- assess functions and policies, or proposed policies, which are relevant to gender equality
- implement the actions set out in the scheme within three years
- report annually on the progress of the action plan
- review the scheme every three years.

The specific duties covering an authority's role as an employer are to:

- consider the need to have objectives that address the causes of any differences between the pay of men and women that are related to their sex
- gather and use information on how its policies and functions affect gender equality in the workforce.