



The Froebelian School Single Equalities Policy

The provisions in this document apply to all aspects of the school including the EYFS, Breakfast Club, Little Acorns, Homework and Activities Club, Summer Holiday Club, school trips and extra-curricular activities.

Aims

Our school aims to meet its obligations under the public sector equality duty by having due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010;
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it;
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it.

Legislation and guidance

This document meets the requirements under the following legislation:

- [The Equality Act 2010](#), which introduced the public sector equality duty and protects people from discrimination
- [The Equality Act 2010 \(Specific Duties\) Regulations 2011](#), which require schools to publish information to demonstrate how they are complying with the public sector equality duty and to publish equality objectives
- This document is also based on Department for Education (DfE) guidance: [The Equality Act 2010 and schools](#).

This policy should be read in conjunction with the following School policies:

- Special Educational Needs and Disabilities
- Accessibility
- Admissions, Misbehaviour and Exclusions
- Promoting Positive Behaviour
- Anti-Bullying

Background

This policy outlines the commitment of the staff, children and Governors of The Froebelian School to ensure that equality of opportunity is available to all members of the School community. For our School 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 children in School, whilst celebrating and valuing the achievements and strengths of **all** members of the School community.

We believe that equality at our school should permeate all aspects of school life and is the responsibility of every member of the school and wider community. Every member of the school community should feel safe,

secure, valued and of equal worth.

At The Froebelian School equality is a key principle for treating all people fairly and creating a society in which everyone has the opportunity to fulfil their potential - irrespective of their gender, ethnicity, disability, religion or belief, sexual orientation, age or any other recognised area of discrimination.

As a school, we pride ourselves on our inclusive ethos and community involvement. We engage in many activities to raise children's awareness of a diverse and ever-changing world. Children at The Froebelian School are encouraged to: develop their own beliefs, develop spiritual awareness, display high standards of personal behaviour and take ownership of this, demonstrate a positive and caring attitude towards others, show an understanding of their cultural traditions and an appreciation of the diversity and richness of other cultures.

Eliminating discrimination

The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions. Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

Staff and governors are regularly reminded of their responsibilities under the Equality Act, for example during meetings. Where this has been discussed during a meeting it is recorded in the meeting minutes.

The school has a designated member of staff for monitoring equality issues, and an equality link governor. They regularly liaise regarding any issues and make senior leaders and governors aware of these as appropriate.

Advancing equality of opportunity

As set out in the DfE guidance on the Equality Act, the school aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people which are connected to a particular characteristic they have (e.g. pupils with disabilities, or gay pupils who are being subjected to homophobic bullying);
- Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling Muslim pupils to pray at prescribed times);
- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all pupils to be involved in the full range of school activities).

In fulfilling this aspect of the duty, the school will:

- Analyse the data with children of different characteristics to determine strengths and areas for improvement, implement actions in response;
- Make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying);
- Report to governors about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils.

Fostering good relations

The school aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE, citizenship and personal, social,

health and economic (PSHE) education, but also activities in other curriculum areas. For example, as part of teaching and learning in English/reading, pupils will be introduced to literature from a range of cultures;

- Holding assemblies/workshops dealing with relevant issues. Pupils will be encouraged to take a lead in such activities and we will also invite external speakers to contribute as appropriate;
- Working with our local community. This includes inviting leaders of local faith groups to speak at assemblies, and organising school trips and activities based around the local community;
- Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school. For example, our Pupil Council has representatives from different year groups and is formed of pupils from a range of backgrounds. All pupils are encouraged to participate in the school's activities, such as sports clubs. We also work with parents to promote knowledge and understanding of different cultures;
- We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach.

Equality considerations in decision-making

The school ensures it has due regard to equality considerations whenever significant decisions are made. The school always considers the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, the school considers whether the trip:

- Cuts across any religious holidays;
- Is accessible to pupils with disabilities;
- Has equivalent facilities for boys and girls.

The member of staff who approves the risk assessments when planning school trips and activities will consider the above issues as part of the activity planning.

Roles and Responsibilities

- Our School Council (Governors) will ensure that the school complies with statutory requirements in respect of this policy.
- The Headteacher is responsible for the day-to-day implementation of this policy, and will ensure that staff are aware of their responsibilities, that they are given necessary training and support and report progress to the School Council.
- Our 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.
- All members of the school community have a responsibility to treat each other with respect, to feel valued, and to speak out if they witness or are subject to any inappropriate language or behaviour.
- We will take steps to ensure all visitors to the school adhere to our commitment to equality.

Review


We will evaluate our progress against equality objectives annually and the Headteacher will review, in consultation with the governing body, the Single Equalities Policy every three years in the light of

experience, research and good practice.

Policy Date: April 2021

Policy Review Date: April 2024

Signed (Headteacher): 

Signed (Chair of Governors) 

Appendix 1

The following information sets out the practical ways in which the Froebelian Schools implements the Single Equality Policy.

Ethos and Atmosphere

- At The Froebelian School, the leadership of the school community demonstrates mutual respect between all members of the school community.
- There is an openness of atmosphere which welcomes everyone to the school.
- All within the school community will challenge any type of discriminatory and/or bullying behaviour, e.g. through unwanted attentions (verbal or physical) and unwelcome or offensive remarks or suggestions.
- All children are encouraged to greet visitors to the school with friendliness and respect.
- The displays around the school are of a high quality and reflect diversity across all aspects of equality of opportunity and are frequently monitored.
- Provision is made to cater for the SMSC needs of all the children through planning of assemblies, classroom based and externally based activities.

Monitoring and Review

The Froebelian School is an inclusive school, working towards greater equality in the whole school community. We use the curriculum and teaching to enhance the self-esteem of all those it serves and to provide a learning environment in which each individual is encouraged to fulfil his or her potential.

We collect and analyse a range of equality information for our children:

- We make regular assessments of children's learning and use this information to track their progress as they move through the school. As part of this process, we can monitor the performance of different groups, to ensure that all groups of children are making the best possible progress. We use this information to adjust future teaching and learning plans, as necessary.
- Resources are available to support groups of children where the information suggests that progress is not as good as it should be.
- School performance information is compared to national data to ensure that children are making appropriate progress when compared to other primary schools.

As well as monitoring the children's performance information, the Headteacher and Senior Leadership Team also regularly monitor a range of other information. This relates to:

- Attendance;
- Racism, disability, sexism, homophobia and all forms of bullying;
- Participation in extended learning opportunities.

Our monitoring activities enable us to identify any differences in the children's performance and provide

specific support as required, including pastoral support. This allows us to take appropriate action to meet the needs of specific groups in order to make necessary improvements.

The Froebelian School is also committed to providing a working environment free from discrimination, bullying, harassment and victimisation. We aim to recruit an appropriately qualified workforce and establish a School Council (Governors) that is representative of all sections of the community in order to respect and respond to the diverse needs of our population.

Teaching and Learning

We aim to provide all our children 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 children and prepare them for life in a diverse society
- Use materials that reflect a range of cultural backgrounds, without stereotyping
- Use materials to promote a positive image of and attitude towards disability and disabled people
- Promote attitudes and values that will challenge discriminatory behaviour
- Provide opportunities for children to appreciate their own culture and celebrate the diversity of other cultures and religions
- Use a range of sensitive teaching strategies when teaching about different cultural and religious traditions
- Develop children's advocacy skills so that they can detect bias and challenge discrimination, leading to justice and equality
- Ensure that the whole curriculum covers issues of equality and diversity
- All subjects, where appropriate, promote and celebrate the contribution of different cultures to the subject matter
- Seek to involve all parents/carers in supporting their child's education
- Provide educational visits and extended learning opportunities that involve all groups of children
- Take account of the performance of all children when planning for future learning and setting challenging targets
- Make best use of all available resources to support the learning of all groups of children
- Identify resources and training that support staff development

Learning Environment

There is a consistently high expectation of all children regardless of their gender, ethnicity, disability, religion or belief, sexual orientation, age or any other recognised area of discrimination. All children are encouraged to improve on their own achievements and not to measure themselves against others. Parents are also encouraged to view their own children's achievements in this light.

Teacher enthusiasm is a vital factor in achieving a high level of motivation and good results from all children. Adults in the school will provide good, positive role models in their approach to all issues relating to equality of opportunity.

The school places a very high priority on the provision for special educational needs and disability. We will meet all children's learning needs including the more able by carefully assessed and administered programmes of work.

The school provides an environment in which all children have equal access to all facilities and resources. All children are encouraged to be actively involved in their own learning. A range of teaching methods are used throughout the school to ensure that effective learning takes place at all stages for all children.

Consideration is given to the physical learning environment – both internal and external, including displays and signage.

Curriculum

At The Froebelian School, we aim to ensure that:

- Planning reflects our commitment to equality in all subject areas and cross curricular themes promoting positive attitudes to equality and diversity;
- Children will have opportunities to explore concepts and issues relating to identity and equality;
- Steps are taken to ensure that all children have access to the mainstream curriculum by taking into account their cultural, backgrounds, linguistic needs and learning styles;
- All children have access to rewards which recognise attainment and achievement and promote progression.

Resources and Materials

The provision of good quality resources and materials within The Froebelian School is a high priority. These resources:

- 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;
- Are accessible to all members of the school community.

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 particular groups identified at the beginning of this document;
- 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.

Provision for Bi-lingual Pupils

We undertake to make appropriate provision for all EAL/bi-lingual children to ensure access to the whole curriculum. However, the school is unable to cater for children who are unable to speak English.

Personal Development and Pastoral Guidance

Staff take account of gender, ethnicity, disability, religion or belief, sexual orientation, age or any other recognised area of discrimination and the experience and needs of particular groups of children.

All children/staff/parents/carers are given support, as appropriate, when they experience discrimination.

We recognise that perpetrators may also be victims and require support.

Positive role models are used throughout the school to ensure that different groups of children can see themselves reflected in the school community. Emphasis is placed on the value that diversity brings to the school community rather than the challenges.

Staffing and Staff Development

We recognise the need for positive role models and distribution of responsibility among staff. We encourage

the career development and aspirations of all school staff.

It is our policy to provide staff with training and development, which will increase awareness of the needs of different groups of children.

Staff Recruitment

- All those involved in recruitment and selection are trained and aware of what they should do to avoid discrimination and ensure equality good practice through the recruitment and selection process.
- Equalities policies and practices are covered in all staff inductions.
- All temporary staff are made aware of policies and practices.
- Employment policy and procedures are reviewed regularly to check conformity with legislation and impact.

Partnerships with Parents/Carers/Families and the Wider Community

We will work with parents/carers to help all children to achieve their potential.

All parents/carers are encouraged to participate in the full life of the school.

Members of the local community are encouraged to join in school activities.

Commissioning and Procurement

The Froebelian School will ensure that we buy services from organisations that comply with equality legislation.

Protected Characteristics



Age



Sex



Disability



Ethnicity



Gender
Reassignment



Religion /
Belief



Sexual
Orientation



Marriage / Civil
Partnership



Pregnancy /
Maternity

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.

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 a 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.

Reasonable Adjustments and Accessibility Plans

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 non-disabled person. This involves removing or avoiding a physical feature, for example:

- Steps and lifts - take reasonable steps to provide auxiliary aids/services.
- Provide information in an accessible format.
- Develop and implement (by allocating appropriate resources) an Accessibility Plan to:
 1. Increase disabled pupils’ access to the school curriculum
 2. Improve the physical environment
 3. Improve provision of information.

The duty is an anticipatory and continuing one that schools owe to disabled pupils generally, regardless of whether the school knows that a particular pupil is disabled or whether the school currently has disabled pupils. The school will need to plan ahead for the reasonable adjustments that it may need to make, working with the relevant admissions authority as appropriate.