



Indian Queens School

Single Equality Policy

Philosophy

Indian Queens School strongly believes that the most important function of the school is to maintain an environment in which every member of the school is able to achieve success and self-fulfilment. To achieve this there must be a fundamental and total consistency of expectation that everyone (irrespective of gender or gender identity, origin, faith, ability, race or culture, sexual identity, socio-economic background) feels safe and secure, has empathy for all others, and places a high value upon individual achievement and personal development.

Mission Statement

Indian Queens School is committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers, service providers and teacher training students, irrespective of race, gender or gender identity, disability, faith or religion, sexual identity or socio-economic background. We foster a culture of inclusion and diversity, in which all those connected to the school feel proud of their identity and feel able to participate fully in school life.

The achievement of pupils will be monitored by race, gender and ability and we will use this data to support pupils, raise standards and ensure inclusive teaching. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all. At Indian Queens School we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach, work and visit here.

Indian Queens School continuously strives to foster warm, welcoming and respectful environments, which allow us to question and challenge discrimination and inequality, resolve conflicts peacefully and work and learn free from harassment, violence, prejudice and/ or discrimination.

We recognise that there are similarities and differences between individuals and groups but we will strive to ensure that our differences do not become barriers to participation, access and learning and to create inclusive processes and practices, where the varying needs of individuals and groups are identified and met. We therefore cannot achieve equality for all by treating everyone the same. We will build on our similarities and seek enrichment from our differences and so promote understanding and learning between, and towards, others to create cohesive communities.

Introduction

A new Equality Act came into force on 1 October 2010. The Equality Act brings together over 116 separate pieces of legislation into one single Act. Combined, they make up a new Act that provides a legal framework to protect the rights of individuals and advance equality of opportunity for all. The Act provides a new discrimination law that protects individuals from unfair treatment and promotes a fair and more equal society.

The nine main pieces of legislation that merged were:

The Equal Pay Act 1970

The Sex Discrimination Act 1975

The Race Relations Act 1976

The Disability Discrimination Act 1995

The Employment Equality (Religion or Belief) Regulations 2003

The Employment Equality (Sexual Orientation) Regulations 2003

The Employment Equality (Age) Regulations 2006

The Equality Act 2006, Part 2

The Equality Act (Sexual Orientation) Regulations 2007

The Act includes a specific Public Sector Equality Duty (General Duty) that commenced on 6th April 2011 and applies to all state schools, giving them legal responsibilities to demonstrate that they are taking action on equality in policymaking, the delivery of services and public sector employment. The duty requires public bodies to eliminate discrimination, harassment and victimisation, advance equality of opportunity and foster good relations. The Duty covers nine protected characteristics: age, disability, gender and gender reassignment, pregnancy and maternity, race, religion and belief, sex and sexual orientation, marriage and civil partnership

Public bodies are required to take steps not just to eliminate unlawful discrimination and harassment, but also to actively promote equality. The provisions of the Equality Act mean that harassing someone or treating them less favourably because of the age (applicable to employees only), disability, gender (including gender reassignment), ethnicity, sexual orientation or age of someone that they are associated with is unlawful. It will also be possible for a third party to bring a claim of harassment related to age, gender, disability, sexual orientation, religion, marriage and civil partnership, ethnicity or gender re-assignment even if they were not the subject or recipient of the actions of behaviour.

Rationale

This Equality Policy brings together all previous policies, schemes and action plans around equality including those that we had previously for Race, Gender and Disability. It includes all the protected characteristics covered under the Equality Act 2010 as well as other aspects that have the potential to discriminate against or to devalue any individuals within our community. We are further committed to the development of cohesive communities both within our school's physical boundaries and within our local, national and global environments. Our school embraces the aim of working together with others to improve children's educational and wellbeing outcomes, and notes the rights set out in the UN Convention on the Rights of the Child.

Our Equality Policy is inclusive of our whole school community.

The purpose of this Policy is to set out how our practice and policies have due regard to the need to:

- eliminate discrimination, harassment and victimisation
- advance equality of opportunity and
- foster good relations between groups.

It explains the emphasis we place on ensuring and maximizing potential for all and the involvement for pupils, staff, parents and the community in achieving better outcomes for our children and young people.

Our School within the Wider Context.

Indian Queens School is a rapidly expanding school, with an expansion programme which will lead to the school having a consistent admission number in each year group of 60 children, with a capacity of 420 pupils, plus the school's nursery, Minpins, by September 2015, which holds 10 sessions each week, of 3 hours, with a maximum number of 26 children at any one session. Pupils largely reside within the local area with a minority of pupils travelling from within an approximate 10 mile radius.

Population Analysis Dated as at 6 October 2015

Count of Year		Gender		
Year	Class Registration Gp	F	M	Grand Total
Year 1	Blackfoot	15	11	26
	Nanticoke	15	12	27
Year 1 Total		30	23	53
Year 2	Algonquin	9	16	25
	Shoshone	13	12	25
Year 2 Total		22	28	50
Year 3	Chippewa	8	10	18
	Micmac	7	12	19
	Yakama	10	11	21
Year 3 Total		25	33	58
Year 4	Arapaho	1	5	6
	Chippewa	3	5	8
	Comanche	3	4	7
	Micmac	4	2	6
	Yakama	2	5	7
Year 4 Total		13	21	34
Year 5	Arapaho	7	10	17
	Comanche	13	4	17
Year 5 Total		20	14	34
Year 6	Kiowa	17	18	35
Year 6 Total		17	18	35
Year R	Hopi	11	17	28
	Navaho	15	14	29
Year R Total		26	31	57
Nursery	Minpins	16	17	33
Total				
Grand Total		169	185	354

The school makes every effort to ensure that both boys and girls are represented equally within pupil voice groups, extra-curricular clubs, attendance, school teams, sport, music and other festivals.

There are a very small number of pupils from ethnic groups other than British / Cornish, and less than 10 pupils for whom English is not their home language.

The performance and progress of all vulnerable groups are monitored, analysed and subsequently appropriate targets and action points implemented to ensure all children are reaching their full potential.

For Pupil Premium data please refer to the Pupil Premium information via the website or the school office.

Current performance data can similarly be located.

Key Aims and Objectives of our Equality Policy.

Our aims are to

- eliminate discrimination, harassment and victimisation.

- promote equality of access and opportunity within our school and within our wider community.
- promote positive attitudes to difference and good relationships between people with different backgrounds, genders, cultures, faiths, abilities and ethnic origins
- ensure that equality and inclusive practice are embedded across all aspects of school life.

Issues relating to adults within the school community can be embraced under these themes and reflected in the action plan.

Our approach

We seek to embed equality of access, opportunity and outcome for all members of our school community, within all aspects of school life.

We actively seek out opportunities to embrace the following key concepts:

- Shared Humanity. Identifying commonality and shared values, aspirations and needs underpins our approach to equality. We value our fundamental similarities and universality.
- Valuing difference and diversity. We appreciate the richness within our differences and look for ways of celebrating and understanding them better.
- Interdependence, interaction and influence. We recognise that, as they evolve, distinct cultures, beliefs and lifestyles will impact on and inform each other.
- Social cohesion within our school and within our local community.
- Excellence. We aim to inspire and recognise high personal and collective achievement throughout our community, the UK and the wider world. Excellence and a total attention to detail is to be found throughout all areas of school life.
- Personal and cultural identity. We will provide opportunities to explore and value the complexity of our personal and cultural identities.
- Fairness and social justice. We will develop our understanding of the inequality that exists in society and explore ways of individually and collectively promoting a more equitable society.

As well as the specific actions set out in our Equality Action Plan, the school operates equality of opportunity in its day to day practice in the following ways:

Teaching and learning

The school aims to provide all pupils with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, we:

- use contextual data to improve the ways in which we provide support to individuals and groups of pupils;
- monitor achievement data by ethnicity, gender and disability and action any gaps;
- take account of the achievement of all pupils when planning for future learning and setting challenging targets;
- ensure equality of access for all pupils and prepare them for life in a diverse society;
- use materials that reflect the diversity of the school, population and local community in terms of race, gender and disability, without stereotyping;
- promote attitudes and values that will challenge racist and other discriminatory behaviour or prejudice;
- provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures;
- seek to involve all parents in supporting their child's education;
- encouraging classroom and staffroom discussion of equality issues which reflect on social stereotypes, expectations and the impact on learning;

- including teaching and classroom-based approaches appropriate for the whole school population, which are inclusive and reflective of our pupils.

The school also operates equality of practice by ensuring:

- all activities, including before and after-school activities, are open to all, making reasonable adjustments where appropriate.
- The school adheres to recruitment and selection processes that are fair, equitable and in line with statutory duties.
- all staff receive annual performance reviews (Performance Management policy).
- training and development opportunities are available to all staff, subject to budget constraints.

Admissions and exclusions.

Our admissions arrangements are fair and transparent, and do not discriminate on race, gender, disability or socio-economic factors. Please see the Cornwall Council Admissions Policy which the school adheres to.

Exclusions are very rare and always occur according to the statutory guidance and the school's Behaviour Policy. Exclusions are very closely monitored.

Equal Opportunities for Staff.

We are committed to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing and employment.

All staff appointments and promotions are made on the basis of merit and ability and in compliance with the law. The school strictly adheres to all guidance under the Safer Recruitment Guidelines.

As an employer, we need to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce.

Equality aspects such as gender, race, disability, sexual orientation, gender re-assignment and faith or religion are considered when appointing staff and reviewing the staffing structure, to ensure decisions are free of discrimination.

Equality and the law.

There are a number of statutory duties that must be met by every school in line with legislation from the Race Relations (Amendment) Act (2000), Disability Equality Duty (2005) and Equality Act (2006).

Race Equality

This section of the plan reflects the general and specific duties of schools as detailed in The Race Relations Act 1976 and as amended by The Race Relations (Amendment) Act 2000.

The General Race Equality Duty requires us to have due regard to the need to:

- eliminate racial discrimination;
- promote equality of opportunity;
- promote good relations between people of different racial groups.

Under our specific duty we:

- assess the impact of our policies on pupils, staff and parents by ethnicity including, in particular, the achievement levels of these pupils;

- monitor the impact our plans and policies have on such pupils, staff and parents towards raising the achievement of minority ethnic groups.

Disability and Equality.

The Disability Discrimination Act 2005 (DDA) defines a disabled person as someone who has a physical or mental impairment which has a substantial or long-term adverse effect on his or her ability to carry out normal day-to-day activities..

The DDA 2005 has also extended the definition of disability as follows:

- People with HIV, multiple sclerosis and cancer (although not all cancers) are deemed disabled before they experience the long-term and substantial adverse effect on their activities;
- Section 18 has been amended so that individuals with a mental illness no longer have to demonstrate that it is 'clinically well-recognised', although the person must still demonstrate a long-term and substantial adverse impact on his/her ability to carry out normal day-to-day activities.

Legal duties.

The Disability Discrimination Act (DDA) 2005 placed a general duty on schools, requiring them to have due regard for the following when carrying out and delivering services:

- Promoting equality of opportunity between disabled people and other people;
- Eliminating discrimination and harassment of disabled people that is related to their disability;
- Promoting positive attitudes towards disabled people;
- Encouraging participation in public life by disabled people;
- Taking steps to meet disabled people's needs, even if this requires more favourable treatment.

Under our specific duty we will:

- Ensure all those who work in or access the school are supported fully in managing their disability with due regard to their work or purpose of visit, including ensuring a positive attitude and approach to meeting their needs.
- Monitor and review this provision and support regularly to ensure that equality of opportunity for disabled people is fully met.

Gender Equality

The Gender Equality Duty 2006 places a general and specific duty on schools to eliminate unlawful discrimination and harassment on the grounds of gender and to promote equality of opportunity between female and male pupils and between women and men and transgender people.

Under our general duty we will actively seek to:

- Eliminate unlawful discrimination and harassment on grounds of sex and gender reassignment;
- Promote equality between men and women.

Under our specific duty we will:

- Prepare and publish an Equality Plan which covers the requirements for a Gender Equality Scheme identifying our gender equality goals and actions to meet them
- Review and revise this scheme annually.

Sexual Orientation

The Equality Act 2006 made provision for regulations to be introduced to extend protection against discrimination on grounds of religion or belief to sexual orientation.

The Equality Act (Sexual Orientation) Regulations 2007 came into force on 30 April 2007, and they make discrimination unlawful in the area of goods, facilities and services on grounds of sexual orientation. For schools this means admissions, benefits and services for pupils and treatment of pupils.

Community cohesion.

The Education and Inspections Act 2006 inserted a new section 21(5) to the Education Act 2002, introducing a duty on the governing bodies of state schools to promote community cohesion. Community cohesion encompasses promoting good relations between pupils from different races, faiths / beliefs and socio-economic backgrounds. The duty came into force on 1 September 2007.

As a school we are totally committed to promoting equality and inclusion within the school and local community. It is also recognised that migration and economic change alter the shape of our increasingly diverse local communities, thus making it more important than ever that we play a full part in promoting community cohesion. We are responsible for educating children and young people who will live and work in a country that is diverse in terms of culture, faith, ethnicity and social backgrounds back grounds. We strongly believe in a school community where there is a strong sense of common identity via the school creed and supports diversity, expecting and showing pupils how different communities can be united by common experiences and values. We have a strong respect for diversity and for promoting this amongst pupils, staff and parents/guardians. We endeavour to maximise opportunities and celebrate the diverse community within our school. We embrace differences and respect for all is non-negotiable.

All areas across the whole school ranging from the overt to the covert curriculum promote the spiritual, moral, cultural, emotional and social well-being each and every child. Our school is a thriving cohesive community whereby we actively encourage links with the local and global community. Community cohesion is promoted at school, local, national and global levels, providing comparisons with the local and national context, and all necessary actions in relation to ethnicity, religion or belief and socio-economic background will be implemented.

Tackling discrimination; hate or prejudice-based incidents and bullying.

Harassment on account of race, gender, disability or sexual orientation is unacceptable and is not tolerated under any circumstances within the school environment.

It is recognised that hate incidents or prejudice based on bullying behaviour is driven by negative assumptions, stereotypes or misinformation. These are then directed against an individual or group, based on difference (real or perceived), and linked to, for example, racism, homophobia, negative views of disabled people or sexism. Action will always be taken to prevent, challenge and eliminate any such behaviour.

It is also recognised that we as individuals and society often struggle with difference of any kind (perceived or actual), which can result in seizing upon the most visible sign of difference e.g. skin colour or disability.

Through our school ethos and curriculum, we want our pupils/students to understand better the diversity that exists in society. We want to provide opportunities for them to explore the subtleties and complexities in order to prevent and respond to incidents and situations. We address the experience, understanding and

needs of the victim, the perpetrator, bystanders and the wider school community through our actions and responses.

All incidents where behaviour of any kind is unacceptable are reported to the headteacher and, though exceptionally rare, any racist incidents are dealt with thoroughly and sensitively. Summary information would be used by governors to identify any trends and patterns, and approaches put in place to provide appropriate responses in terms of support for victims and their families, sanctions and support for perpetrators and their families and education for our children, young people and communities.

All staff are expected to deal with any discriminatory incidents that may occur. They are expected to know how to identify and challenge prejudice and stereotyping and to support the full range of diverse needs according to a pupil's individual circumstances.

Racist and homophobic incidents and other incidents of harassment or bullying are dealt with by the member of staff present, escalating to a class teacher / headteacher where necessary.

What is a discriminatory incident?

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

A racist incident is defined by the Stephen Lawrence Inquiry Report (1999) as:

‘any incident which is perceived to be racist by the victim or any other person.’

Types of discriminatory incident.

Types of discriminatory incidents that can occur are:

- Physical assault against a person or group because of their colour, ethnicity, nationality, disability, sexual orientation or gender;
- Use of derogatory names, insults and jokes;
- Racist, sexist, homophobic or discriminatory graffiti;
- Provocative behaviour such as wearing racist, sexist, homophobic or discriminatory badges or insignia;
- Bringing discriminatory material into school;
- Verbal abuse and threats;
- Incitement of others to discriminate or bully due to the victim's race, disability, gender or sexual orientation;
- Discriminatory comments in the course of discussion;
- Attempts to recruit others to discriminatory organisations and groups;
- Ridicule of an individual for difference e.g. food, music, religion, dress etc;
- Refusal to co-operate with other people on grounds of race, gender, disability or sexual orientation.

Responding to and reporting incidents

There are clear procedures for the reporting of all incidents where behaviour is unacceptable. There is a clear and specific plan which pupils and staff follow when they report incidents. We ensure that all staff, teaching and non-teaching, view dealing with incidents effectively as vital to the well-being of the whole school.

The roles and responsibilities within our school community

The role of governors

- The governing body has set out its commitment to equal opportunities in this plan and it will continue to do all it can to ensure that the school is fully inclusive to pupils, and responsive to their needs based on race, gender and disability.
- The governing body seeks to ensure that people are not discriminated against when applying for jobs at our school on grounds of race, gender or disability.
- The governors take all reasonable steps to ensure that the school environment gives access to people with disabilities, and also strive to make school communications as inclusive as possible for parents, carers and pupils.
- The governors welcome all applications to join the school, whatever a child's socio-economic background, race, gender or disability.
- The governing body ensures that no child is discriminated against whilst in our school on account of their race, sex or disability.

The role of the headteacher

It is the headteacher's role to:

- implement the school's Equality Plan with the support of the governing body in doing so.
- ensure that all staff are aware of the Equality Plan, and that teachers apply these guidelines fairly in all situations.
- ensure that all appointments panels give due regard to this plan, so that no-one is discriminated against when it comes to employment or training opportunities.
- promote the principle of equal opportunity when developing the curriculum, and promote respect for other people and equal opportunities to participate in all aspects of school life.
- treat all incidents of unfair treatment and any incidents of bullying or discrimination, including racist incidents, with due seriousness.

The role of all staff: teaching and non-teaching

All staff:

- ensure that all pupils are treated fairly, equally and with respect, and will maintain awareness of the school's Equality Plan.
- strive to provide material that gives positive images based on race, gender and disability, and challenges stereotypical images.
- challenge any incidents of prejudice, racism or homophobia, and record any serious incidents, drawing them to the attention of the headteacher.

Teachers support the work of support staff and encourage them to intervene in a positive way against any discriminatory incidents.

Reporting and Reviewing Progress and Impact.

The school's Governing Body regularly reviews and agrees the Equality Policy and objectives.

The Equality Plan is currently under review.

Single Equality Policy reviewed and approved by governors November 2015.