



## Stokes Wood Primary School - Single Equality Policy

### EQUALITY AND DIVERSITY STATEMENT

#### Monitor and Review

Single Equality Objectives to be reviewed annually.

Policy to be reviewed annually in April.

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#### Legal Duties

As a school we welcome our duties under the Equality Act 2010. The general duties are to:

- eliminate discrimination,
- advance equality of opportunity
- foster good relations

We understand the principal of the act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity.

A protected characteristic under the act covers the groups listed below:

- age (for employees only),
- disability
- race (includes ethnic or national origins, colour or nationality)
- gender (including issues of transgender)
- gender reassignment
- maternity and pregnancy
- religion and belief (includes lack of belief)
- sexual identity
- Marriage and Civil Partnership (for employees)

In order to meet our general duties, listed above, the law requires us to carry out some specific duties. These are to:

- Publish equality Information – to demonstrate compliance with the general duty across its functions  
**We will not publish any information that can specifically identify any child**
- Prepare and publish equality objectives

To do this we will collect data related to the protected characteristics above and analyse this data to determine our focus for our equality objectives. The data will be assessed across our core provisions as a school. This will include the following functions:

- Admissions
- Attendance
- Attainment
- Exclusions
- Prejudice related incidents

Our objectives will detail how we will ensure equality is applied to the services listed above. However where we find evidence that other functions have a significant impact on any particular group, we will include work in this area.

We acknowledge our responsibilities as an employer and will ensure compliance with the Equality Act 2010 in regard to the range of functions associated with being an employer.

We also welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.

We recognise that these duties 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.

In fulfilling our legal obligations we will:

- Recognise and respect diversity
- Foster positive attitudes and relationships, and a shared sense of belonging
- Observe good equalities practice, including staff recruitment, retention and development.
- Aim to reduce and remove existing inequalities and barriers.
- Consult and involve widely
- Strive to ensure that society will benefit

## **Mission Statement**

Stokes Wood Primary School will personalise the learning journey of each child, supporting them to develop as a confident, independent learner who will achieve challenging aspirations and contribute widely to the society of the future.

We will celebrate each child as the valued and unique individual that he or she is and educate them within a caring, safe and inspiring environment, where they learn to respect themselves and others and see themselves as a significant part of an effective team.

The partnership, voice and contributions of the wider Stokes Wood community is essential in securing children who will become well rounded, responsible, resilient, fulfilled and happy individuals.

We believe our children should be helped to fulfil their full potential and not be unfairly discriminated against because of gender, social or ethnic background, physical or intellectual ability or disability (see protected characteristics listed above).

## Addressing Prejudice Related Incidents

This school is opposed to all forms of prejudice and we recognise that children and young people who experience any form of prejudice related discrimination may fair less well in the education system. We provide both our pupils and staff with an awareness of the impact of prejudice in order to prevent any incidents. If incidents still occur we address them immediately and report them to the Local Authority using their guidance material. The Local Authority may provide some support.

### Responsibility

We believe that promoting Equality is the whole school's responsibility:

School Community	Responsibility
Governing Body	Involving and engaging the whole school community in identifying and understanding equality barriers and in the setting of objectives to address these.
Head teacher /Principal	As above including: Promoting key messages to staff, parents and pupils about equality and what is expected of them and can be expected from the school in carrying out its day to day duties. Ensure that staff have appropriate skills to deliver equality, including pupil awareness. Ensure that all staff are aware of their responsibility to record and report prejudice related incidents.
Senior Management Team	To support the Head / Principal as above. Ensure fair treatment and access to services and opportunities. Ensure that all staff are aware of their responsibility to record and report prejudice related incidents.
Teaching Staff	Help in delivering the right outcomes for pupils. Uphold the commitment made to pupils and parents/carers on how they can be expected to be treated. Design and deliver an inclusive curriculum. Ensure that you are aware of your responsibility to record and report prejudice related incidents.
Non Teaching Staff	Support the school and the governing body in delivering a fair and equitable service to all stakeholders. Uphold the commitment made by the head teacher/principal on how pupils and parents/carers can be expected to be treated. Support colleagues within the school community. Ensure that you are aware of your responsibility to record and report prejudice related incidents.
Parents	Take an active part in identifying barriers for the school community and in informing the governing body of actions that can be taken to eradicate these. Take an active role in supporting and challenging the school to achieve the commitment given to the school community in tackling inequality and achieving equality of opportunity for all.

School Community	Responsibility
Pupils	Supporting the school to achieve the commitment made to tackling inequality. Uphold the commitment made by the head teacher on how pupils and parents/carers, staff and the wider school community can be expected to be treated.
Local Community Members	Take an active part in identifying barriers for the school community and in informing the governing body of actions that can be taken to eradicate these Take an active role in supporting and challenging the school to achieve the commitment made to the school community in tackling inequality and achieving equality of opportunity for all.

**We will ensure that the whole school community is aware of the Single Equality Policy and our published equality information and equality objectives by publishing them on the school website: [www.stokeswood.leicester.sch.uk](http://www.stokeswood.leicester.sch.uk). It will be available from the school office. Parents and carers will be notified of this in the school newsletter.**

### **Complaints**

Complaints with regard to this policy will be dealt with via the school's complaints procedure.

### **Complaints Procedure**

Education Acts of Parliament require that the Local Education Authority and the Governing Body of the school has in place a procedure for the consideration of complaints. The complaint may be about the curriculum or any other matter.

The steps in the procedure are as follows:

- Step 1            Informal. A parent makes a complaint directly to the class teacher. Discussion will then take place to resolve the concern/complaint. If necessary, the Headteacher can be involved.
- Step 2            Formal complaint in writing to the Headteacher.
- Step 3            Formal complaint in writing to the Governing Body. A letter acknowledging receipt of the complaint will be sent by the Chair of Governors within five working days. The letter will outline procedures And specify timescales.
- Step 4            Formal complaint in writing to the DFE

It is most desirable that all complaints be resolved at the first step. However, if this cannot be done, the complaint must be made formally in writing to the Headteacher. If matters are not resolved at this step then the next step should be taken.

If the complaint is about the actions of the Governing Body then a formal complaint must be made in writing, first to the Clerk of the Governors, so that the Governing Body can consider the complaint and, if possible, resolve it quickly.

Complaints which are still unresolved at step 4 can be formally made to the Secretary of State.

For more detail explanation of complaints procedure, please see the Complaints Policy.