

**Westfield Primary School**



**Single Equality**

**Adopted by Governors: March 2020**

**Chair of Governors: Mrs Lynne Farrow**

**Signed:**

**Head teacher: Miss Pope**

**Signed:**

**Review Date: March 2022**

## Equality Statement

“Westfield Primary School promotes equal opportunities for all pupils, staff and service users. We ensure that all persons have equal access to the full range of opportunities provided by the school. We celebrate diversity and actively encourage respect for all as well as promoting fairness and justice in the education that we provide.”

### **SCOPE**

At Westfield Primary School, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit our school. We are committed to ensuring equality of education and opportunity for all pupils, staff and all those receiving services from the school.

### **AUTHORITY**

The Equality Act 2010 provides a single source of discrimination law, covering all types of discrimination that are unlawful. Schools must comply with the law and should not discriminate against individuals by treating them less favourable because of age, disability, gender reassignment, marriage and civil partnership, pregnancy or maternity, race, religion or belief, sex, or sexual orientation.

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 effect on his / her ability to carry out normal day-to-day activities.

### **THE DUTY**

The Equality Act 2010 places a general duty on schools, who need to have due regard for the following protected characteristics when carrying out their functions:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership

- Pregnancy or maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

### **STATEMENT OF POLICY**

Schools have a responsibility to focus on improving opportunities and outcomes for children. This responsibility is mirrored and supported in the principles and vision of Halton's Children and Young People's Plan and we are committed to increasing engagement and improving attainment of our pupils.

The following statement demonstrates the school's commitment to providing inclusive educational and non-educational services in a non-discriminatory manner for all members of our school's community.

Westfield Primary School recognises that its community users may have a protected characteristic and is committed to ensuring that there is equality of education and opportunity. We will endeavour to develop a culture of equality and inclusion where people are not treated differently and are able to participate fully in school life. We will review and evaluate progress made by carefully monitoring the attainment, achievement and level of engagement of all our pupils.

This statement sits alongside Halton Borough Council's Inclusion Policy which aims to promote inclusive education by identifying and removing barriers to the "presence, participation and achievement" of all young children, young people and adults and should be used in conjunction with the School's Accessibility Statement and Action Plan.

### **AIM AND OBJECTIVES**

- To promote equality of opportunity between all members of the school community in all of the school's policy and practise.
- To eliminate any discrimination of people within our school community.
- To promote the achievements (and examination results) of all pupils.
- To eliminate harassment of all members of our school community.
- To promote positive attitudes towards all people within our school community.
- To meet the specific needs of all pupil groups and individuals.
- To encourage participation of all people in school life.

#### **This will be achieved by:**

- Identifying our diverse school community users.
- Actively engaging and consulting our school community in creating our Equality Policy.
- Ensuring all staff are aware of the duties of The Equality Act.
- Promotion of positive role-models throughout school life and curriculum delivery.

- Gathering data on the achievement and attainment of all our pupils.
- Embedding equality in our school ethos.
- Regular monitoring of progress against tasks in the Equality Plan.
- Producing a new Equality Plan bi-annually.
- Systematically assessing the impact of school policies and practices to ensure they comply with the Equality Duty.
- Ensuring Equality Duty requirements are built into procurement contracts where necessary.
- Making reasonable adjustments, where possible, to ensure all school users have access to the same standard of education and working life.

This list is not exhaustive and further aims will be added as they are identified.

### **RESPONSIBILITY**

**The Governing Body** with the support of the Headteacher will ensure that this policy is regularly monitored with its impact evaluated and reported upon. The Governors will ensure that a Single Equity Plan is in place annually.

**The Headteacher** is responsible for ensuring The Duty within the Equality Act 2010 and DDA Act 2005 is successfully implemented. In doing so will ensure that the views of all stakeholders are considered when writing any Single Equity Plan, and that the Governing Body are advised of any adjustments that need to be made in ensuring equity for all school users.

**Teaching and non-teaching staff** are responsible for implementing all aspects of this policy in their daily work.

### **RAISING CONCERNS**

Any member of staff or any pupil who feels they are not being treated fairly in accordance with this policy should try to resolve the matter informally by discussion with the Headteacher, teachers or other appropriate members of teaching or support staff. All issues should be addressed informally in the first instance. Where issues are not resolved a formal complaint should be made using the formal complaints procedure.

Any member of staff or any pupil who feels that they are being harassed because of their sexual orientation should follow the processes outlined in the school's complaints procedure.

### **SUPPORTING DOCUMENTS**

- Keeping Children Safe in Education; Statutory guidance for schools and colleges (2019)
- Working Together to Safeguard Children (2018)
- What to do if you're worried a child is being abused (2015)
- Information Sharing (DfE: 2015)
- Safeguarding & Child Protection Policy

- What equality means for you as an education provider: schools *Equality & Human Rights Commission, Equality Act 2010*
- The Disability Discrimination Act 2005
- All curriculum policies and associated policies
- School's Accessibility Statement and Action Plan.
- School Development Plan
- Admissions Policy
- Behaviour Policy
- Complaints Policy
- Grievance Policy
- First Aid Policy
- Medical Care Policy (Administering Medicines)
- Intimate Care Policy

## **APPENDIX 1**

### **Explanation of terms**

*Direct discrimination* occurs where a person is treated less favourably than another on grounds of their protected characteristic.

*Indirect discrimination* occurs where a provision, criterion or practice, which is applied generally, puts persons with a protected characteristic at a disadvantage and cannot be shown to be a proportionate means of achieving a legitimate aim.

*Harassment* occurs where a person is submitted to unwanted conduct on grounds of their protected characteristic with the purpose or effect of violating his or her dignity, or creating an intimidating, hostile, degrading, humiliating or offensive environment for him or her.

*Victimisation* occurs where a person receives less favourable treatment than others by reason of the fact that he or she has brought (or given evidence in) proceedings, made an allegation or otherwise done anything under or by reference to these Regulations.

## APPENDIX 2

### Gender definitions

We understand '**sex**' to refer to the biological differences between males and females and 'gender' to refer to the wider social roles and responsibilities which structure our lives. By promoting gender equality our intention is to recognize and help overcome those lasting and embedded patterns of advantage and disadvantage which are based on socially ascribed gender stereotypes and assumptions.

By **unlawful sexual discrimination** we mean treating one person less favourably than another on grounds of sex or gender. We understand that this could be done directly but that it could also occur indirectly. Indirect discrimination means that a particular policy or practice may impact more negatively on one gender than on the other, or may favour one gender to the disadvantage of the other.

By **sexual harassment** we refer to behaviour or remarks based on a person's sex or gender, perceived to be unpleasant, threatening, offensive or demeaning to the dignity and self-esteem of the recipient or subject. We see such behaviour as also damaging to the perpetrator (See Anti-Bullying Policy, Behaviour Policy, Single Equality Policy).

## **APPENDIX 3**

### **Gender re-assignment definitions**

#### *Acquired gender*

The new gender of a person who has socially transitioned and had their gender reassigned and / or legally recognised. It is possible for an individual to transition and receive legal recognition of their acquired gender without medical assistance.

#### *Gender dysphoria*

Gendered dysphoria is a medical condition in which a person has been assigned one gender (usually at birth on the basis of their genitalia), but identifies as belonging to another gender.

#### *Gender recognition certificate*

Gender recognition certificates (GRC) are issued under the Gender Recognition Act 2004 by the gender recognition panel. The holder of a full GRC is legally recognised in his or her acquired gender for all purposes.

#### *Gender recognition panel*

The gender recognition panel was set up by the Gender Recognition Act 2004 and consists of lawyers and doctors who assess whether an individual is able to satisfy the Act's evidence requirements for the issuing of a GRC.

#### *Gender reassignment*

Gender reassignment is a process undertaken under medical supervision to reassign a person's gender by changing their physical sexual characteristics.

#### *Real life experience*

Real life experience is a phase during gender reassignment in which the individual must live, work and study in the gender with which they identify before they can start hormone therapy and / or undergo surgery.

#### *Trans*

An inclusive term used by those who identify themselves as transgender, transsexual or transvestite.

#### *Trans man*

A person may describe themselves as a trans man when they are transitioning or have transitioned from female to male.

#### *Trans woman*

A person may describe themselves as a trans woman when they are transitioning or have transitioned from male to female.

### *Transgender*

An umbrella term used for people whose gender identity / or gender expression differs from their birth sex. Transgender people may or may not alter their bodies hormonally and / or surgically.

### *Transitioning*

Transitioning is the term used to describe someone changing from one gender to another with or without medical intervention.

### *Transphobia / transphobic*

Transphobia or transphobic are terms used to describe discrimination that can be experienced by trans people, which arises as a result of their expression of their gender identity.

### *Transsexual person*

A transsexual person is someone who feels a consistent and overwhelming desire to transition to their preferred gender. Someone in this position will have the medical condition gender dysphoria.

### *Transvestite or cross dresser*

The terms transvestite and cross dresser refer to someone who dresses in the clothing typically worn by the opposite sex. Generally, people who are transvestites / cross dressers do not wish to alter their body and do not necessarily experience gender dysphoria.

## APPENDIX 4

### Definitions of sexual orientation

*Heterosexism / Homophobia.* Heterosexism is any prejudice and discrimination against individuals and groups who are lesbian, gay, bisexual or are perceived to be so. It is based on the assumption that everyone is or should be heterosexual. Expressions of dislike, contempt or fear based on heterosexism are usually known as homophobia.

*Gender identity* – the gender a person identifies with. People’s gender identity does not necessarily conform to the sex they were assigned at birth.

*Transgender person* - someone whose perception or belief about their own gender identity does not conform to the sex they were assigned at birth.

*Transsexual person* – legal / medical term for someone who lives (or wishes to live) permanently in their ‘new’ gender.

*Gender reassignment* – the process of transitioning from the gender assigned at birth to the gender the person identifies with. This may (or may not) involve medical / surgical procedures.

*LGBT* – lesbian, gay, bisexual, transgender

*To come out / be out* - to be open about your own sexual orientation or gender history.

*To ‘out’ someone* - to reveal another person’s sexual orientation or gender identity without their consent.