



Single Equality Policy Statement

Our Vision

Imagine a place, where together adults and children can flourish as highly successful learners; a place where discovery, exploration, creativity and challenge are embraced as chances to grow; where risks and mistakes are used as learning tools that are often gateways to successful learning. Our school is a place where we can all learn to be ourselves, be treated with respect and kindness. Everyone shares an enthusiastic love of learning, a desire to achieve their very best and a determination to work hard to achieve this. Each day there are smiles, laughter and celebrations of success as their dreams are actively followed. Listen to the buzz of excitement as people learn from each other, hear them asking questions, finding solutions and learning skills that will prepare them to make a positive difference in society. See that positive values, kindness and generosity are shown to people locally and worldwide and respect and care are given to our planet as we encourage others to do the same.

Our Aims:

- ❖ To be recognised as an outstanding school that provides a stimulating, creative and dynamic learning environment that strives for excellence and values achievement.
- ❖ To develop the skills of the learner within a happy atmosphere.
- ❖ To prepare children to play an active role in their community.
- ❖ To be a safe learning environment in which children feel secure, and where self-esteem, confidence and respect, both for self and for others, can be promoted.
- ❖ To motivate and engage children as lifelong learners through inspirational teaching and creativity in the classroom ensuring all children are challenged to achieve their potential.
- ❖ To be a learning community in which individual needs and talents are valued and success is celebrated.
- ❖ To support our children in developing healthy lifestyles.
- ❖ To make our school a place where children enjoy being.
- ❖ Children should leave Warden Hill Infant School with their understanding deepened, their minds enriched, and their hearts inspired, so that they love learning and embrace the challenges of the future.

This Single Equality Policy is intended to respond to the spirit as well as the letter of the Race Relations (Amendment) Act 2000, the Disability Discrimination Act 2010, the Gender Equality Act 2012 and the Education and Inspections Act 2006 to promote community cohesion. It also aims to promote all other forms and strands of equality that are relevant to life in schools.

This goes beyond the school's statutory duties to promote race, gender, disability equality and community cohesion and extends to the legislation protecting against discrimination on the grounds of age, sexuality and religion or belief. Race, gender, disability, sexuality, age and religion/belief are known as the six equality strands.

The policy aims to integrate equality into the school's core priorities and functions.

This Single Equality Policy will inform our School Development Plan as this will enable us to:

- Demonstrate how promoting equality and eliminating discrimination can help raise standards
- Ensure that equality and diversity are part of the school's core business both as a school and as an employer
- Ensure that our priorities for raising standards support our equality objectives
- Inform the overall evaluation of our effectiveness in our self-evaluation form for future Ofsted inspections

The Equality and Human Rights Commission is the enforcement body for equalities legislation and can serve the school with a Compliance Notice if it fails in its specific duties under the Acts.

What do we mean by Equality and Diversity?

Equality refers to outcomes, making sure that all social groups benefit equally from our activities.

Diversity recognises that we can only achieve equality by taking into account the different needs of communities. Equality is impossible to achieve without recognising diversity.

What is Discrimination?

Discrimination is a type of negative treatment that affects a whole group of people, or an individual because they belong to a group.

Direct discrimination is when a person is treated less favourably than others because of their (real or perceived) ethnicity, disability, age, sexuality, religion/belief or gender whether staff, governors, pupils, parents / carers or visitors.

Indirect discrimination is when there are rules or procedures that have the effect of discriminating against certain groups of people.

Warden Hill Infant School is an inclusive school and all activities conducted at or by the school would be affected by this policy.

Anyone who feels that they have been affected adversely by any discrimination described in this policy should use the usual methods of informing the school. If a student is affected by it then the first point of contact is the form tutor. Anyone else should make representation to a member of the Senior Leadership Team.

OfSTED (2017) recognized the inclusive ethos of the school:

“The school’s strong values and ethos promote equality of opportunity, inclusion and diversity. Parents speak highly of the school in this regard.”

The policy will be accessible to all by a link from the school website (www.wardenhillinfant.co.uk).

The policy will be managed by the Senior Leadership Team.

The Headteacher will report to governors about the effectiveness of this policy.

Profile of our School

Warden Hill Infant School is situated on the northern edge of Luton with 354 students on roll of which 172 are boys and 182 are girls. The school attracts pupils from across the town and beyond its borders. The school population consists of a variety of cultures, there are 18, with the two largest groups being White British and Pakistani. There are 30 languages that are the first language of the learners. 32 children at Warden Hill Infant School have special educational needs.

Race Equality Policy

Legal requirements

This Policy incorporates all of our duties under the Race Relations (Amendment) Act 2000.

Our duties fall into two parts, a General Duty and a Specific Duty.

The General Duty applies equally to all schools and other organisations that provide employment, services and goods.

For a Specific Duty, we have to show what we are planning to do to meet the General Duty.

The General Duty for race equality requires us to:

- Eliminate unlawful racial discrimination.
- Promote equal opportunities.
- Promote good relations between people of different racial groups.

The Specific Duty for race equality requires us to publish a Race Equality Policy that highlights how the school will:

- Prepare a written statement of the school's policy for promoting race equality, and act upon it
 - Assess the impact of school policies and procedures on pupils, staff, parents and the wider community, including, in particular, the impact of attainment levels of these pupils
 - Monitor, assess and review the attainment level of black and minority ethnic pupils and act accordingly
 - Make information available and accessible to all groups
 - Train and support all school staff and governors to understand race equality and the practical implications for the school and its community
 - Take reasonable steps to make available the results of its monitoring on an annual basis.

All schools are required to record any racial incidents and report them to the Local Authority regularly. We will also respond appropriately to any racial incidents that happen in school (See our Behaviour and Anti- Bullying Policies).

Disability Equality Policy

Legal Requirements

This Policy incorporates our duties under the Disability Discrimination Act 2010.

The school's duties fall into two parts, a General Duty and a Specific Duty.

The General Duty applies equally to all schools and other organisations that provide employment, services and goods.

For a Specific Duty we have to show what we are planning to do to meet the General Duty.

The General Duty for disability equality requires us to:

- Promote equality of opportunity for disabled pupils, staff, parents/carers and other school users
- Eliminate unlawful discrimination
- Eliminate harassment of disabled people
- Promote positive attitudes to disabled people
- Encourage participation by disabled people in public life
- Take into account a disabled person's disability even if it means treating the disabled person more favourably

The Specific Duty states that we must implement the General Duty by publishing a Disability Equality Plan which:

- Includes a three year action plan
- Involves disabled pupils and other disabled people in all stages of the scheme
- Carries out Equality Impact Assessments of policies and procedures to make sure that disabled people are not being treated unfairly
- Publish the results of these Equality Impact Assessments
- Report annually on the progress of the action plan

Social and Medical Models of Disability

One of our key goals is to challenge the view that the inequality faced by disabled people is down to their medical 'problems'.

The medical model has fed negative stereotypes held by non-disabled people such as:

- Focusing only on what a person cannot do.

- Making assumptions about what is best for the disabled person.
- Thinking that disabled people lack intelligence.
- Feeling embarrassed among disabled people.
- Bullying and harassing disabled people.

What is a Disability in the UK?

Disability is any condition that affects a person in their day to day life. This can happen suddenly, for example as a result of an accident, or gradually as a result of a condition such as arthritis.

In the Disability Discrimination Act (DDA) this is called an impairment. The DDA now recognises around 400 impairments including:

- Mobility impairments (requiring aids such as sticks or wheelchairs to move about).
- Sensory impairments (hearing or sight loss).
- Mental ill health (including depression, stress, Alzheimer's disease and schizophrenia).
- Cognitive developmental impairments (including learning disabilities, dyslexia, and autism).
- Muscular impairments (including spinal injuries).
- Asthma
- Cancer
- HIV/AIDS
- Phobias
- Arthritis
- Acquired brain injuries

Reasonable adjustments

The school is required to improve access to the curriculum, our buildings and our other services to disabled people. This also means that we need to take a proactive stance and anticipate what we may need in the future for disabled users.

See The Accessibility Plan

Recruitment and Retention of Disabled Staff

Our school welcomes a diverse workforce and we wish for an ethos where potential and existing staff feel able to disclose any impairment that they have. This is not just for data collection purposes, but in order for the school to make any reasonable adjustments for this member of staff. All disclosures will be treated sensitively and confidentially.

Disability and Special Educational Needs

Not all pupils who are defined as disabled will have special educational needs. For example, those with severe asthma or diabetes may not have SEN but may have rights under the DDA. Similarly, not all children with SEN will be defined as having a disability.

Gender Equality Policy

Legal Requirements

This policy incorporates our duties under the Equalities Act 2012 relating to gender equality.

Our duties fall into two parts, a General Duty and a Specific Duty.

The General Duty applies equally to all schools and other organisations that provide employment, services and goods. For a Specific Duty we have to show what we are planning to do to meet the General.

The General Duty for gender equality requires us to:

- Eliminate unlawful discrimination and harassment
- Promote equality of opportunity between men and women.

The Specific Duty requires us to publish a Gender Equality Policy which includes:

- Steps to address the causes of any gender pay gap
- Collect and use information on gender equality in the school
- Consult with stakeholders on priorities for gender equality
- Carry out Equality Impact Assessments
- Identify priority areas for gender equality
- Publish a three year action plan and report on it yearly

The Gender Equality Duty promotes equality for men, women and transgendered people.

What is Gender?

Gender refers to the social construction of female and male identity, rather than biological differences between men and women. It includes the ways in which those differences, whether real or perceived, have been valued and used to classify women and men and to assign roles and expectations to them. Gender identity is not always fixed and the Gender Equality Duty urges us to have due regard to the needs of transgender people.

Sexuality Equality Policy

Legal requirements

Unlike race, disability and gender there is not a General and Specific Duty for schools to eliminate discrimination against lesbian, gay or bi-sexual people. However, schools have a legal duty to ensure homophobic bullying is dealt with in schools under the Education and Inspections Act 2006.

The Employment Equality (Sexual Orientation) Regulations (2003), gave all gay, lesbian and bisexual employees' rights against discrimination. The Sexual Orientation Regulations (2007) extend these rights to goods and services. This means that we have a legal duty to ensure that people of all sexualities are not discriminated when they work for us or use our services.

We are committed to ensuring that everyone should have equal access to all the services provided by the School and that no-one within our school community experiences discrimination due to their sexual orientation.

Age Equality Policy

Legal requirements

Unlike race, disability and gender there is not a General and Specific Duty for schools to eliminate age related discrimination.

The Employment Equality (Age) Regulations (2006), gave people of all age groups rights against discrimination at work, including vocational training. The regulations cover:

- Mandatory retirement
- Discrimination in recruitment, retention and training
- Dismissal and redundancy
- Statutory sick pay and maternity
- Harassment in the workplace.

In this policy we will extend to age the actions we are undertaking to meet the Specific Duties under race, gender and disability.

We are committed to ensuring that everyone should have equal access to all the services provided by the School and that no-one within our school community experiences age discrimination.

Religion/Belief Equality Policy

Legal Requirements

Unlike race, disability and gender there is not a General and Specific Duty for schools to eliminate discrimination on the grounds of a person's religion or deeply held beliefs.

However, The Employment Equality (Religious Belief) Regulations (2007), gave people of all religious faiths rights against discrimination in the workplace. This does not include people's political beliefs, but does include agnostics or atheists.

We are committed to ensuring that everyone should have equal access to all the services provided by the School and that no-one within our school community experiences age discrimination due to their religion or belief.

In this Policy we will extend to religion/belief the actions we are undertaking to meet the Specific Duties under race, gender and disability.

Community Cohesion Policy

Legal Requirements

The Education and Inspections Act 2006 introduced a new duty for schools to promote community cohesion.

What is Community Cohesion?

A cohesive community is one in which:

- There is a common vision and sense of belonging for all communities
- The diversity of backgrounds and circumstances are appreciated and valued
- Similar life opportunities are available to all
- Strong and positive relationships exist and continue to be developed in schools and our communities

Schools and their Communities

Community Cohesion needs to be owned by all organisations and community groups if it is to be effective. Schools belong to many different communities. Our school's communities include:

- the school community – our pupils, their families, school staff, school governors, users of the school's facilities
 - the local community – our school in its geographical community and the people who live or work in the area
- Luton North Area Partnership – a group of nursery, Infant, junior, primary and secondary schools.
- the UK community – we are by definition part of this
- the global community – formed by EU and international links

Responsibility

We believe that promoting Equality is the whole schools responsibility:

School Community	Responsibility
Governing Body	Involving and engaging the whole school community and understanding equality barriers and in the setting of objectives to address these. Monitoring progress towards achieving equality objectives. Publishing data and publishing equality objectives.
Headteacher	As above including: Promoting key messages to staff, parents, carers 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. Ensuring that all school community receives adequate training to meet the need of delivering equality, including pupil awareness. Ensure that all staff are aware of their responsibility to record and report prejudice related incidents.
Senior Leadership Team	To support the Head as above Ensure fair treatment and access to services and opportunities. Ensure that all staff are aware of their responsibility to record prejudice related incidents.
Teaching Staff	Help in delivering the right outcomes for pupils. Uphold the commitment made to pupils, parents and 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 Governing body in delivering a fair and equitable service to all stakeholders. Uphold the commitment made by the Headteacher on how pupils , parents and 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 and Carers	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.
Pupils	Supporting the school to achieve the commitment made to tackling equality. Uphold the commitment made by the Headteacher on how pupils, parents and carers 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 given to the school community in tackling inequality and achieving equality of opportunity for all.

Using monitoring information gathered the school has identified gaps and potential issues which are documented in a Single equality Action Plan.

WARDEN HILL INFANT SCHOOL

ACTION PLAN – SINGLE EQUALITY 2017-2020

Equality Objective	Why	How	Outcome
<p>Attainment To narrow the gap</p>	<p>Outcome of Analysis of our statistics</p> <ul style="list-style-type: none"> To target Pakistani children who are not achieving as well as other groups To target White British children who are not performing as well as other groups Girls are outperforming boys F.S.M are not achieving as well as non F.S.M <ul style="list-style-type: none"> LAC 	<p>Use 'Target Setting' as a tool to give each child ownership of their academic targets.</p> <p>To deliver the following strategies to support improvement</p> <ul style="list-style-type: none"> Alerted groups highlighted at planning stage Interventions delivered by Teaching Assistants as need identified. 	<p>Disadvantaged groups to attain</p> <ul style="list-style-type: none"> Pakistani Boys F.S.M./PP White British
<p>Attendance To support individual disadvantaged pupils in order to improve attendance rates</p>	<p>The data shows that</p> <ul style="list-style-type: none"> Authorised absence Unauthorised absence Raise online 2016 -2017 data 	<p>The Family Worker and the E.W.O to liase on individual pupil strategies to support the family in order to get the child to school on time.</p> <p>Authorised absence only granted for special circumstances (as advised by E.W O.)</p>	<p>To increase attendance from 95.56% - 97%</p>
<p>Exclusions To give effective support so that no S.E.N.D pupils are excluded</p>	<p>We have a track record of no exclusions of S.E.N.D pupils over the past 6 years</p>	<p>School to involve parents, specialist services and the SenCo in order to achieve effective strategies to support the pupil in the school</p>	<p>No exclusions of S.E.N.D pupils.</p>

<p>Admissions To support transition to or school</p>	<p>We have a 3.7% of mobility during the school year and therefore have identified the need to support pupils who arrive mid-term.</p>	<p>A set format of procedures to be produced on order to establish any factors which will be addressed before a child starts.</p>	<p>All pupils are given a secure start to school life whatever their disability. Four key members of staff to cover transition</p>
<p>Prejudiced related incidents To raise awareness that there are alternative lifestyles</p>	<p>Our data did not provide any areas of concern. However sensitive material is to be provided to cover potential issues.</p>	<p>To provide sensitive age related books which show different family make ups.</p>	<p>To raise awareness that different lifestyles exist through our P.H.S.E curriculum 2017-2020</p>
<p>Religion or Belief To continue to deliver a Religious Education syllabus which includes visits to different places of worship</p>	<p>We have very few racial incidents reported. However Luton is perceived as an area of suffering from racial tension and therefore the school is proactive in promoting positive relationships in school.</p>	<p>To visit different places of worship. To support the religious festivals of our community. To invite positive role models to enrich the curriculum. To support the ideals of 'Luton in Harmony'</p>	<p>To deliver staff inset on the Religious Education syllabus and scheme of work Autumn Term</p>