

# Single Equalities Policy

## Harbinger School

We aim to create an educational community where high standards of teaching and learning enable all pupils to develop as purposeful, independent learners. Our school should be a safe and inspiring place for all within it, where mutual respect and co-operation can flourish, allowing personal challenge and preparation for citizenship.

### TOGETHER

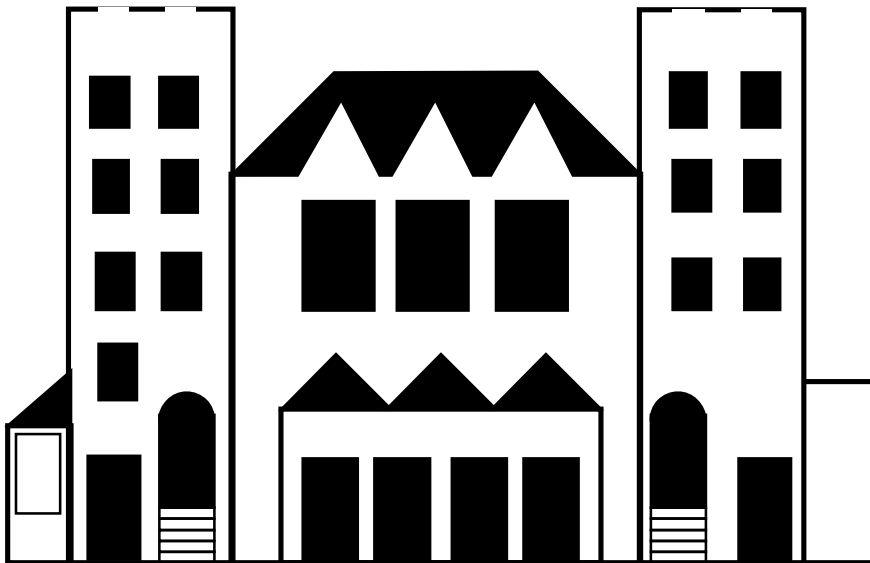
SEE a diverse community enjoying working and being together  
HEAR people contributing comfortably  
NOTICE high levels of participation  
FEEL valued and at home

### WELLBEING

- SEE compassionate actions
- HEAR confident, courageous voices
- NOTICE everyone being heard
  - FEEL safe and secure

### LEARNING

SEE everyone eagerly engaged in learning  
HEAR times of quiet and times of bustle  
NOTICE confidence and willingness to try  
FEEL proud of our individual and school successes



## Diversity Statement

The term Diversity is used in this guidance in order to ensure that the differences within the broader headings of Equality are addressed. Moreover, in order to implement equality and inclusion, it is important to have an understanding about Diversity.

Diversity is about the uniqueness of an individual, as well as groups of individuals; so it is about differences. For example, when looking at race and nationality, it is important to take into account such issues as disability, gender, language, colour of skin, sexual orientation, socio-economics, age, class, etc. We need also to acknowledge that, when looking at diversity, we also become aware of the broad spectrum of similarities.

This Policy is informed by the following legislation:

- the Equal Pay Act 1970 (pdf, 275kb)
- the Sex Discrimination Act 1975 (pdf, 1.8mb)
- the Race Relations Act 1976 (pdf, 1.2mb)
- the Race Relations (Amendment) Act 2000 (pdf, 124 kb)
- the Disability Discrimination Act 1995
- the Disability Discrimination (Amendment) Act 2005 (pdf, 553kb)
- the Human Rights Act 1998
- the Employment Equality (Religion or Belief) Regulations 2003 (pdf, 138 kb)
- the Employment Equality (Sexual Orientation) Regulations 2003 (pdf, 68 kb)
- the Employment Equality (Age) Regulations 2006 (pdf, 46kb)
- the Equality Act 2006 (pdf, 393 kb)
- the Equality Bill 2009 (pdf, 1mb)

## **Aim of the Single Equality Policy**

At Harbinger School we are committed to an anti-discriminatory ethos and aim to make promotion of equality central to the way we work. We believe in being proactive in promoting equality in regards to age, disability, ethnicity, gender, religious beliefs, sexual orientation and all forms of bullying. We are committed to ensuring that the policy is followed.

This policy sets out how we:

- endeavour to meet all our pupils' needs and encourage them to achieve highly, thus raising educational standards;
- strive to create a positive, inclusive atmosphere, based on respect for people's differences, and are committed to challenging and preventing discrimination;
- prepare pupils to be full citizens in today's multi-ethnic society;
- aim to make our workforce more representative of the communities we serve;
- improve staff morale and performance;
- make full use of the skills and knowledge of people from different racial groups;
- will work in partnership with parents and the wider community to establish, promote and disseminate equality good practice and tackle discrimination.

## **Responsibilities**

The governing body will:

- ensure that the school complies with the Race Relations legislation and that the policy and its related procedures and strategies are implemented.

The Headteacher will:

- implement the policy and related procedures and strategies;
- ensure all staff are aware of their responsibilities and are given appropriate training and support;
- take appropriate action (with the support of the governing body) in any cases of discrimination.

All staff:

- will deal appropriately with discriminative incidents, identifying and challenging bias and stereotyping;
- will promote equality.

Parents, Visitors and Contractors will:

- be aware of and comply with the school's equality policy.

To ensure staff:

- understand that all the adults are role models, and that their positive attitudes about pupils and adults are fundamental to ensuring that we promote good relations between all groups, prevent all forms of unlawful discrimination and promote equal opportunities;
- comply with the equalities legislation, and have confidence in preventing and challenging all forms of unlawful discrimination across the six + equality strands, whilst acknowledging there is no hierarchy of discrimination, proactive prevention can lead to community cohesion;
- are aware of their individual duty of care to promote good relations between all groups, promote equal opportunities and ensure that all forms of unlawful discrimination are addressed;
- plan a curriculum which avoids discrimination in favour of some groups over others;
- critically examine the curriculum, displays and resources for bias, and any reinforcement of negative and damaging stereotypes;
- have an awareness of how language used may affect the way a person might see themselves and others.

Quite apart from the moral and educational imperatives, there are legal implications for schools which neglect the areas of diversity, equality and human rights.

**The curriculum must: -**

- Acknowledge and value diversity, equality and human rights;
- Challenge stereotypes associated with all subjects and in society as a whole;
- Develop the pupils' perception of their own abilities, ambitions and outlook on the local community and the world, to ensure that their achievement is not restricted because of their age, disability, gender, racial heritage, religion or belief, colour of skin, class, sexual orientation, appearance, socioeconomics, experiences etc.;
- Engage with myths and facts about diversity;
- Provide pupils with the opportunity to discuss equality and diversity under the separate headings of :
  - AGE
  - DISABILITY
  - GENDER and TRANSGENDER
  - RACE
  - RELIGION AND BELIEF
  - SEXUAL ORIENTATION
  - HUMAN RIGHTS

as well as across and within these differences and their associated issues;

- Encourage an enquiring, open attitude to different beliefs, values and experiences, other than the pupils' own experiences and traditions;
- Ensure links/partnerships with relevant community/support organisations for advice and support, where appropriate;
- Contain appropriate information and awareness about diversity and equality;
- Ensure that all discriminatory language is effectively challenged.

## **WE WILL:**

### **Celebrate the diversity of all children and staff:**

By providing a curriculum that portrays positive images of different cultures and challenges stereotypes.

### **Promote equality:**

- By providing a broad based curriculum centred on the needs and interests of pupils.
- Through displays and resources celebrate and acknowledge the richness of the diversity, lifestyles, positive experiences and achievements of all reflecting society as a whole, taking into account disability, gender, language, colour of skin, sexual orientation, socio-economics, age, and class.

*Refer to Appendix 3*

### **Challenge all discriminative incidents**

All discriminative incidents will be reported to a senior member of staff who will follow the agreed guidelines and procedures.

- Collect information from all parties.
- Talk through and encourage them to understand each others feelings.
- Make the victims feelings explicit and encourage empathy and respect from the perpetrator.
- Record all details on the 'incident record sheet'.
- Inform parents of both parties.
- Inform governing body.
- Use appropriate method/ action to discuss incident with others ensuring the situation is non-threatening and safe for any persons involved.
- Monitor to ensure behaviour changes
- Continue to reinforce policy aims.

The head teacher will inform governors of reported racist incidents in the HT report and end of year summary.

*Refer to Appendix 9*

### **Disseminate good practice**

Opportunities for learning and sharing of good practice and will be disseminated regularly at meetings and as part of INSET (e.g. SEN, staff, morning, governors, TA meetings).

### **Meeting all children's needs**

Through assessment and planning as appropriate to the needs of the child.

### **Systems in place to analyse data to ensure no one group underachieves**

Assessment data analysed

Attendance data analysed

Admissions data analysed

Exclusion data analysed

If any set of data flags up any group as underachieving the SMT will investigate the reasons and present these to the governing body.

Action agreed and put into SIP to redress balance.

Pupil progress meetings to study achievement and progress of each child termly.

### **Providing a positive inclusive atmosphere with a strong equality ethos**

By providing a learning environment which enriches pupils through overt valuing of language, culture, race, faith, gender etc (e.g. signs, books, displays etc).

Ensuring other diverse groups of people are represented positively in lessons, displays, books, assemblies etc.

A curriculum that plans for pupils to participate as a citizen in a diverse society.

### **Workforce represents the community**

Staff diversity monitored.

Appointments monitored.

Community representation on staff actively sought and positive discrimination applied.

### **Improve staff morale and performance**

All staff consulted and/or included in school events.

Transparent line management systems which encourage open communication.

Opportunities for INSET for all.

### **Work in partnership with parents and wider community to promote equality, good practice and tackle discrimination**

Consult parents and take advice from other appropriate groups when responding to events in the local and wider community and when putting together projects, policies and S.o.W (e.g. the sex and relationships policy).

Parent's classes provided.

### **Policy availability**

The policy will be made available to the staff, governors, parents and visitors. A copy will be kept in the School Office, the Headteachers Office and the staff room.

### **Policy and action plan review**

Policy and action plan reviewed annually by staff and governors.

### **Breaches of the Policy**

If pupils do not comply with the policy, an incident report form will be completed and parents will be informed.

If staff do not comply with the policy, disciplinary proceedings will be instigated.

If 'others' do not comply with the policy they will be asked to leave the premises and reports filed as appropriate and copied to governors, LEA and other concerned parties.

## 'Race', Nationality & Colour of Skin - Definitions

### 'Race' is about:

- culture
- identity - own chosen - given by others/society
- ethnic grouping
- equality/power
- stereotyping (assumptions that an individual's qualities are the same as their group's, and vice versa)
- labelling

### Nationality is

- culture
- background
- country
- passport
- language

### 'Colour of Skin' is

an obvious difference/similarity in appearance - issues raised might be lighter or darker skin colour

### Why focus on these aspects?

'Race', nationality and colour of skin have ramifications for attitudes, prejudice and stereotypes, both positive and negative. Negative attitudes and prejudice are also not limited to 'race' or only skin colour - they cover, for example, anti-Semitism, discrimination and prejudice towards Travelers and Irish people. However, a person's 'race' and nationality, together with the colour of their skin, accent and language are an immediate indication that someone may be different or the same; but it may be in those aspects alone; judgments, as well as negative attitudes, can be made without sufficient knowledge, just based on the individual's 'race', nationality and colour of skin.

*"It never ceases to amaze me that men (sic) should feel honoured by the humiliation of their fellow human beings". Mahatma Ghandi*

## **Religion and belief**

It is unlawful to discriminate against workers because of their religion or belief or lack of religion or belief. Employers should ensure they have policies in place which are designed to prevent discrimination in:

- recruitment and selection
- determining pay
- training and development
- selection for promotion
- discipline and grievances

Religious and belief education actively promotes the values of truth, justice, respect for all and care of the environment. It places specific emphasis on:

- pupils valuing themselves and others.
- the role of family and the community in religious belief and activity.
- the celebration of diversity in society through understanding similarities and differences.
- sustainable development of the earth.

Religious education also recognises the changing nature of society, including changes in religious practice and expression, and the influence of religion in the local, national and global community.

### **Resources**

Negative and damaging messages are frequently transmitted through books and play materials. Some resources still tend to portray images of white, able-bodied children and their families (this is fine, so long as alternatives are adequately shown as well); while the rest, unless chosen carefully, either ignore the existence of the richness of diversity within our society altogether, or portray them in a negative way.

Resources are a tool, who uses them, how and when, is the issue. So, although providing pupils with a comprehensive range of stimulating and positive resources is essential, it needs to be done in a context in which staff are sensitive, and willing to check constantly that their presentation does not transmit or reinforce stereotypes.

**Resource Checklist** - (should acknowledge and celebrate the diversity within the school, the local community, as well as the society and the world, in which we all live)

	Yes	No
1. Are diverse groups of people presented in non-stereotypical and positive settings? i.e. age, disability, gender, race, religion and belief and sexual orientation.		
2. Do the images presented really reflect the diverse society in which we live?		
3. What is the balance of female and male characters? What are they doing? Do they promote positive images in a non-stereotypical manner? Are there same gender partners/families?		
4. Are children and adults of different ages, sizes, shapes and heights included positively?		
5. Is there a range of different facial features, skin colours and appearances?		

### **Displays**

Display is not only a means of delivering knowledge, but also a major opportunity to celebrate and acknowledge the richness of the diversity, lifestyles, positive experiences and achievements of all the pupils and students in the classroom, in the school and in the community. Display is also a way of exploding 'myths' e.g. that Asian girls are quiet, that boys will be loud, that only men are in management positions, that all professionals are white, and that people who have a physical disability are totally dependent on others. Displays of different religious and belief groups, as well as people of different appearances, facial features and sizes can help counteract the images of models and boy bands, which many young people aspire to, and therefore constantly dislike their own looks, size etc., as well as other people's, thereby creating a conflict within themselves, and a desire to 'fit in', as opposed to having self-esteem and confidence to be positive about their own unique identity.

## Display - Checklist

	Yes	No
1. Might provoke discussions about a variety of images, ages, appearances, sizes, heights and styles of dress		
2. Will reinforce an individual pupil's sense of identity and belonging		
3. Show boys and men in nurturing and caring roles, and expressing their feelings (crying), and show women, not only as mothers and carers, but also celebrate their invaluable role in the workplace.		
4. Depict areas considered to be male or female dominated, such as the construction industry or nursing		
5. Show women, black people, lesbian and gay people, disabled people, as well as people from different socio-economic backgrounds, who have achieved academically and scientifically		
6. Have positive images of a range of achievements from regions in Europe and Countries around the world - especially regions and countries that relate to the young people in school		
7. Displays produced by pupils and students, which encourage them to celebrate their cultural heritage, whilst also recognising and celebrating individuals, families and others who are NOT like them.		

As well as being tools for further curriculum development, displays also enhance the classroom environment. Additional care should be taken with displays in their presentation, and the following checklist might be useful, in order to support their positive use:

- Label displays in other languages, as well as English, in order to reflect the diversity of language and script used by the pupils and students;
- Pupils' work should be mounted and displayed in a way which demonstrates value and respect;
- Damaged or dirty displays should be replaced;
- When possible, the pupils should be given the roles and responsibility of managing their own display in the classrooms, corridors and other areas.
- Captions should be clear and precise, and inform the viewer about the content of the work.

### **Things A School Can Do To Tackle Homophobia/Transphobia, and Create Safer Spaces**

- € Define and include 'homophobic/transphobic bullying' in the anti-bullying policy.
- € Provide training on recognising and dealing effectively with homophobic/ transphobic abuse and bullying - to be made available to all staff. Provide positive images of lesbian, gay, bisexual and trans people, alongside those of other individuals and community groups; acknowledging the sexual orientation of famous and successful lesbians, gay, bisexual and trans people, both past and present. The work needs to be placed in a wider context, where LGBT people are seen as citizens and participants in a wide range of activities both past and present. This should happen in the same way as ensuring work presented to pupils includes positive images of black, minority ethnic people, women, and people with disabilities, etc.
- € Develop the curriculum to include LGBT experience, both in celebration and in looking at issues of equality and oppression. Examples are: inclusion of oppression of gays and lesbians, when looking at the Holocaust in history; exploring issue based drama and utilising many novels and poems dealing with the subject.
- € Regularly review the covert culture, i.e. language and images used in all school communications, be they written or spoken.
- € Enable the setting-up of interest groups for LGBT people, so they can support each other and make recommendations.
- € Develop models of good practice and support, and apply them to particular situations, be they classroom, corridor, canteen, youth club, career guidance, counselling room.
- € School assemblies need to reflect lesbian, gay men, bisexual and trans people's anniversaries, like Stonewall and now, tragically, the Soho Bombing, as well as birthdays of famous lesbians, gay men, bisexual and trans people.
- € Behaviour guidelines and structures regularly debated, agreed and owned by pupils, in order to help pupils and staff to implement them.
- € A designated person, who young people know they can talk to about these issues in confidence. (This is in addition to their class teacher, not instead of.)
- € Design school social events and invitations, so that they are welcoming to all partners of staff and parents.
- € Support young LGBT people, who wish to come out, and help them link up with other young lesbians, gay men and trans people.
- € Find LGBT affirmative therapists and counsellors, for those young people who would like help coming to terms with their sexual orientation and gender identity
- € Develop the sex education curriculum, so that it does not only cover reproduction and disease. Sex needs to be taught in a way that young people can relate to. It is vital that a range of sexual orientations is discussed in a positive manner, as well as gender identity.
- € Every class has its own seating plan that changes regularly, so everyone knows where they sit, so cliques are not enabled, and everyone gets a chance to sit with everyone.
- € In everything you say, do or write

***Know that everyone is unique, and that we can be lesbian, gay, bisexual or heterosexual!***

## Disability

While generalising about disability leads to unhelpful stereotyping, it would be fair to say that, despite their disabilities, these young people will bring with them all the fears, worries, dreams, joy, hopes, aspirations and potential of all young people, and it should be our goal to include them fully in all areas of the curriculum for the true holistic education they, like everyone require. Understanding the social model of disability is a critical factor in successfully meeting our duties under the Disability Discrimination Act.

The social model of disability states that disability occurs because barriers hinder disabled people from taking a full part in their community.

'A social model approach states that people with impairments are disabled by physical and social barriers. The 'problem' of disability results from social structures and attitudes, rather than from a person's impairment or medical condition. This approach has influenced a rights-based view of equality for disabled people and represents the key to understanding and implementing the Disability Equality Duty, the aim of which is to understand and dismantle the barriers which exclude and limit the life chances of disabled people.'

**Source:** *Disability Rights Commission Guidance*

An example of the social model in practice can be illustrated by a deaf person wanting to attend a conference. If no sign language interpreter is there, or induction loop for a hearing aid, the person is excluded - disabled. But with a signer operating alongside the speakers, or an induction loop, the person can take part. They still have the same hearing impairment, but they are no longer disabled.

The social model asks what can be done *to remove the barriers to inclusion*.

In this approach, the disability is caused by the barrier, not the impairment.

Teachers should use the social model approach i.e. that disabled children and young people are disabled by the barriers in society/ school/curriculum and not by their medical condition.

Positive inclusion in accessible school buildings (with appropriate resources & support) will not only be of benefit to the disabled pupils/staff but also to the other members of the school community, whose own education will be enriched by stifling the fear and prejudices towards some disabled people, brought about by separation and ignorance.

### **Stereotypes that could be quashed include:**

- Disabled people are usually in a wheelchair;
- If they walk, they do so unsteadily;
- They have a poor quality of life;
- Speech impediments are linked to mental disability or low intelligence;
- They don't have the same feelings as 'normal' people.

Inclusion in all aspects of school life, and particularly the curriculum, displays and resources, will lead to a less divisive society outside the world of education; a situation where familiarity breeds respect?

Pupils may well have personal experience within their own families of a disability - physical or learning; and a curriculum which acknowledges this fact can support them emotionally and positively in recognising that others may be in a similar position.

<b>Offensive</b>	<b>Preferred</b>
Handicap	Disability
Handicapped Person	Disabled person
Spastic	Cerebral Palsy
Mongoloid	Down's Syndrome
Cripple	Disabled person
Retarded, Idiot, Imbecile	Learning disability
Abnormal	Exceptional/Different
Crazy, Insane	Emotional disability
Deaf and Dumb	A deaf person
Mentally Handicapped, Backward	Learning disability
Wheelchair bound	A disabled person who uses a wheelchair
Invalid (means not valid)	Disabled person
<b>Supporting pupils and students with profound/multiple learning disabilities</b>	
<b>Unacceptable</b>	<b>Acceptable/preferred</b>
Less able	More dependent
More able	Less dependent
'Feeding' programmes	Eating programmes
Special care	Profound, Multiple Learning Disabilities/Difficulties

<b>Gender Observation Sheets - in preparation for discussion and curriculum planning. Watch an activity or an area for 20-30 minutes, asking yourself the following questions:</b>	
How many girls use the activity/area?	
How many boys use it?	
Are there any differences, in the way that girls and boys present their work?	
Do girls and boys work together?	
Do you spend more time with the girls or boys?	
Do boys and girls from diverse backgrounds and experiences work together?	
Do the books, pictures, videos, DVD's/CD ROMS you use show situations, which will be familiar to the girls? Or to the boys? Are there positive images/role models for girls and boys?	
Do all the girls and boys have all the necessary equipment - i.e. ruler, pencils, pencil case etc.?	
Do the girls or the boys settle down more quickly to the task in hand?	
Who gets more praise? Girls or boys?	
How often are girls disciplined? And what is said?	
How often are boys disciplined? And what is said?	

## **Gender**

Education has the dual role of preserving and changing society. The curriculum can do much to address the issue of gender equality, and an acknowledgement that gender and sexual stereotyping is both offensive and damaging for both girls and boys.

Since attitudes, norms and values are shaped and transmitted by the curriculum, it has a powerful role to play in raising awareness about the diversity of individual girls and boys, in relation to their gender, race, skin colour, nationality, class, religion, sexual orientation, experiences etc.

Whilst boys are apparently underachieving, the patterns of their underachievement relate closely to their language, race, nationality, skin colour and socio-economics. The patterns of underachievement for girls from different social classes and nationalities, moreover, will also cut across the gender divide. Therefore, all aspects of diversity need to be examined closely, when focusing on issues of gender and achievement. Care needs to be taken, if highlighting only boys' underachievement as an issue, since neglecting the girls will be detrimental to both girls and boys.

Girls and boys from different social groupings react differently to the school reading curriculum, and the key issue is how to make the possibilities of choice within the reading curriculum more meaningful for both girls and boys. The starting point for schools is to examine the existing non-fiction and fiction, which they provide, and to look and see whether it values and respects the diversity of experiences of the pupils or students within their class.

### **Schools where the gender gap is narrowing are those that have the following characteristics:**

1. There is an overall awareness of this issue - subject matter and the hidden curriculum;
2. The extent to which underachievement is monitored;
3. The patterns of reading in boys;
4. The setting arrangements across subjects;
5. The gender ration of punishment and praise;
6. There is a commitment by management and all staff, governors, in partnership with parents/carers to ensure that policies, such as 'The Equality Scheme', 'The Equality Duties/Schemes', 'Behaviour', 'Anti-bullying', 'Inclusive Education' are implemented, and they are reviewed, monitored and evaluated;
7. There is training and staff development on language across the curriculum, together with a shared understanding of the personal and legal responsibilities for ensuring the promotion of equal opportunities, the elimination of all forms of unlawful discrimination and the promotion of good relations.

Ten Point Guide to Successful Communication

1. Acknowledge that every human being has emotions, needs and feelings that are as sensitive as your own.
2. People are different, and will have their own perceptions of what they believe is normal, acceptable or unacceptable.
3. Understand and appreciate your own culture. Respect the customs, lifestyles, and traditions of others. Learn to cope with uncertainty.
4. Looking different, not expressing the same preferences, does not mean being odd or to be avoided - there may be times when people need to agree to differ.
5. Avoid stereotyping people who are different.
6. Be cautious about how you interpret other people's body language in terms of your own values and beliefs and personal and professional experiences.
7. Don't make the assumption that what you are saying is received in the way you wished for. It is important to check it out in a positive and supportive manner.
8. Take care not to use jargon or phrases, which are understood only by certain people and, therefore, can be misunderstood.
9. Be aware of your own body language and facial expressions, and how these might be interpreted.
10. You may need to adapt your behaviour in response to the feedback you are getting.

**Challenging discriminative incidents**

- Collect information from all parties.
- Talk through and encourage them to understand each others feelings.
- Make the victims feelings explicit and encourage empathy and respect from the perpetrator.
- Record all details on the 'incident record sheet'.
- Inform parents of both parties.
- Inform governing body.
- Use appropriate method/ action to discuss incident with others ensuring the situation is no-threatening and safe for any persons involved.
- Monitor to ensure behaviour changes.
- Continue to reinforce policy aims.

The Head teacher will inform governors of reported incidents in the Headteachers report and the end of year summary.