



COLD HARBOUR  
C of E Primary School

# Single Equality Policy 2016

	Date	Signature
Discussed at Staff meeting	30 November 2016	
Discussed at Finance & Personnel	6 <sup>th</sup> December 2016	
FGB:		

Responsibility of Finance & Personnel Committee

Next Review Date; Autumn 2019

## Policy Ethos Statement

Ensuring that our children have every opportunity to develop the confidence and capacity to become successful, lifelong learners is a key task for us.

Cold Harbour CE Primary School is a school committed to 'Growing, Learning, Achieving Together' with strong Christian values underpinning this.

- ✓ **Growing** in confidence, faith, personal awareness and ability.
- ✓ **Learning** in creative, fun, technologically assisted and investigative ways.
- ✓ **Achieving** as individuals, teams and as a whole school community across a diverse range of opportunities.
- ✓ **Together** through our shared Christian values of tolerance, faith, guidance, respect and nurture.

This policy will clearly define how the procedures and opportunities in school will enable all children to achieve our key aims.

'Do all the good you can,  
By all the means you can,  
In all the ways you can,  
In all the places you can,  
At all the times you can,  
To all the people you can,  
As long as ever you can.'

(John Wesley)

TRUST  
HONESTY  
THANKFULNESS  
RESPECT  
TALK  
TO MY  
GOD  
FAITH

## **Cold Harbour C of E Primary School**

### **Single equality policy**

#### **1. Philosophy**

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 2005, the Gender Equality Act 2006 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, gender reassignment, disability, sexuality, age and religion/belief are known as the seven equality strands. Together with marriage/civil partnership status and pregnancy and maternity these also constitute protected characteristics under the Equality Act 2010. The Scheme aims to integrate these equality strands and protected characteristics into the school's core priorities and functions.

This Single Equality Scheme 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
- Ensure that our equality objectives help to improve outcomes for children.

This policy also ensures our compliance with the Church of England Archbishops' Council Education Division's recommendations on tackling homophobia in school as set out in 'Valuing All God's Children: Guidance for Church of England Schools on Challenging Homophobic Bullying' (2014) which states that:

*'Church schools begin from the belief that every child is loved by God. This guidance aims to help schools express God's love by ensuring that they offer a safe and welcoming place for all God's children.'*

#### **2. Legal Aims**

This act has three aims requiring public bodies to have due regard to the need to:

- eliminate discrimination, harassment, victimisation and other conduct that is prohibited under the act
- advance equality of opportunity between persons who share a protected characteristic and persons who do not share it
- foster good relations between persons who share a protected characteristic and persons who do not share it.

Cold Harbour School is situated in Bletchley and is part of an ethnically and culturally diverse local community. As a school, we are proud to have a diverse pupil body and staff team.

Fostering children's understanding and appreciation of cultural and social diversity is an integral part of the school curriculum.

As a Church of England School, our core Christian values of tolerance and respect underpin our commitment to tackling the harmful effects of bullying and prejudice in society. These can unfairly limit the life chances of young people and exclude them from full participation in social, economic, political and cultural life. We believe in celebrating diversity, and that eradicating all forms of prejudice and promoting equality for all must be an integral part of all school's work. This policy will support the school in eliminating discrimination and victimisation and in identifying and dealing with prejudice based incidents or hate crime.

A prejudiced based incident is any incident which is perceived by the victim, or any other person, to be prejudiced towards an individual, due to one or more of their protected characteristic, which are age, disability, faith, gender, identity/reassignment, marriage and civil partnership status, pregnancy and maternity status, race, sex or sexual orientation. Hate crime is any criminal offence which is perceived by the victim or any other person to be motivated by a hostility or prejudice based on a person's real or perceived disability, faith, gender identity, race or sexual orientation.

### **3. School Aims**

At Cold Harbour School we aim to:

- be proactive in promoting equality, good relations and tackling unlawful discrimination
- encourage, support and enable all pupils and staff to achieve their full potential
- work in partnership with parents and the wider community to tackle discrimination and establish, promote and disseminate equality good practice
- ensure that all staff, pupils and parents adhere to the principles of this policy

The following staff or bodies within the school are responsible for certain duties in line with this policy.

### **4. Responsibilities**

#### **4.1 The Governing Body ensures:**

- that the school complies with equality legislation, including the general and specific duties, making reasonable adjustments to provision where necessary to uphold equality law
- that the Single Equality Scheme (SES) and its related procedures and strategies are implemented
- that a Governor has lead responsibility for the single equality scheme, and who will receive appropriate training
- that this Governor supports the headteacher in consultations with all stakeholders and in implementing any actions necessary
- the equality objectives are reviewed, at least every three years

#### **4.2 The Headteacher:**

- works with the governing body to ensure that the policy and its related procedures and strategies are implemented effectively

- appoints person(s) responsible for co-ordinating work under each protected characteristic
- ensures that stakeholders, including staff are aware of their responsibilities under the scheme and are given appropriate training and support so that they can fulfil their responsibilities
- monitors progress within the SES and provides an annual report to the governing body
- manages any day to day issues arising from the SES whether for pupils or for the school as an employer
- takes appropriate action with staff or pupils who discriminate
- tracks the progress of groups of pupils with protected characteristics

#### **4.3 All staff need to:**

- be aware of the single equality scheme, actively support it and ensure that any training requirements are reported to the headteacher
- deal with incidents of discrimination and know how to identify and challenge bias and stereotyping, as well as being aware of procedures
- ensure that activities or personal behaviour do not discriminate on any grounds
- keep up to date with equalities legislation by attending training and information events organised by the school or local authority

#### **4.4 Teaching staff need to:**

- ensure that pupils from all groups have full access to the curriculum
- promote equality and diversity through teaching and through encouraging community cohesion

#### **4.5 Pupils need to:**

- be aware of and act in accordance with the SES
- understand the importance of reporting prejudice based incidents

#### **4.6 Parents/carers will:**

- have access to the scheme
- be encouraged to support the policy
- have the opportunity to attend any relevant meetings/awareness raising sessions related to the policy
- have the right to be informed of any incident related to this scheme which could directly affect their child

#### **4.7 Visitors and contractors:**

- will ensure that they are aware of, and comply with, the school's single equality scheme.

### **5. Reporting and Recording incidents**

#### **5.1 Recording of incidents**

All incidents and hate crimes should be recorded and the school will record any incidents with appropriate details on the form Appendix 1. Completed forms will be held centrally in the office. The headteacher will then analyse the incidents. The headteacher should consider whether:

- the number of incidents, especially a null result, reflect the nature of community relations in the school
- there is any trend in the nature of prejudice based incidents and hate crime i.e. are incidents predominantly homophobic, disablist or racial
- statistics provide evidence that policies and practices are working by the scale and number of incidents, and by the prevalence of repeat incidents
- they can be confident that pupils feel at ease to report incidents

The findings will inform the School Development Plan and influence classroom practice. Behaviour that can be seen as possibly reflecting community tension within the school as a whole should be monitored e.g. where small groups of pupils form isolated groups within the classroom or playground. Cold Harbour School will continue to develop healthy relationships with local communities as we need to be aware of community issues to ensure that all our children reach their full potential and barriers to learning are removed.

## **5.2 Victim support**

Cold Harbour School attaches importance to comforting and supporting victims of prejudiced based incidents or hate crime. Staff will endeavour to explain to the victim the actions taken in dealing with the perpetrator and express the attitude of the school towards such behaviour. Staff should allow the pupil or adults the opportunity to express their own concerns and feelings and provide further support if deemed necessary.

## **5.3 Procedures and policy**

It is important that:

- prejudice based incidents and hate crimes are clearly identified as such and the frequency and nature of them is monitored within school
- preventative action is taken in school to reduce the likelihood of such incidents occurring
- the wider implications of such incidents for the school and the local community are recognised
- full and regular reporting of these incidents is provided by the governing body
- full and termly reporting of these incidents is provided to MK council
- staff are familiar with formal procedures for recording and dealing with prejudice based incidents and hate crimes so that they are vigilant regarding these behaviours
- pupils are involved in drawing up and agreeing principles and codes of practice relating to all types of bullying and harassment, and play a part in dealing with prejudice based incidents and hate crimes
- parents are involved in agreeing principles and procedures for dealing with prejudice based incidents and hate crimes
- perpetrators are dealt with effectively
- victims of prejudice based incidents and hate crimes are supported

## **5.4 Incidents may include**

- threatened or actual physical assault
- derogatory name calling, insults, for example racist jokes or homophobic language
- hate graffiti
- provocative behaviour such as wearing badges or symbols belonging to right wing or extremist organisations
- distributing offensive literature
- inciting hatred or bullying against pupils who share a protected characteristic
- prejudiced or hostile comments in the course of discussions within lessons
- teasing in relation to any protected characteristic e.g. sexuality, language, religion or cultural background
- refusal to cooperate with others because of their protective characteristic whether perceived or real
- expression of prejudice calculated to offend or influence the behaviour of others
- attempts to recruit other pupils to organisations and groups that sanction violence, terrorism or hatred

**It is important to recognise that:**

- such incidents are often part of more complex interactions which may take place in school – for example, an argument about friendship may lead to a prejudiced based incident or hate crime
- teachers may need to deal with prejudiced or hostile comments made by parents or other adults as well as pupils
- incidents may involve group as well as individual behaviour
- prejudiced based incident or hate crimes are not always explicit – for example a person may be called ‘smelly’ and behind such insults may lie a hate element
- prejudiced behaviour can occur without anyone belonging to the targeted characteristic being present – for example telling jokes about a disability
- acts or expressions may include negative body language – for example a refusal to sit next to or work with a homosexual pupil
- harassment is not based on whether or not the perpetrator intended to harass, or understands the prejudiced content of what he or she has done, but rather the effects of the incident
- as prejudiced based incidents and hate crimes are defined as such based on the perception of the victim or any other person, staff and pupils must be aware of the sensitive use of language when discussing different identities – for example using preferred pronouns for transgender persons.

Cold Harbour School feels that it is important that everyone deals with such incidents in the same way and we have included a checklist (Appendix 3) to support staff when they are dealing with prejudice based incidents or hate crimes. It is recognised that staff will use their professional judgement in dealing with specific incidents, but individual practice should be based on school policy. Response may include sanctions, withdrawal of privileges, counselling etc and parents should be informed. A list of sources of support and advice are in Appendix 4.

Any prejudiced behaviour from any member of staff towards any pupil, parent or another member of staff will not be tolerated and if it occurs, disciplinary action will be taken. Cold Harbour School will bring this policy to the attention of volunteers who work in the school on

a regular basis. Any parent displaying such views will be asked to talk to the headteacher and explaining their actions or words. There may be occasions when prejudiced based incidents or hate crimes that have occurred outside school, or involve outside perpetrators, are brought to the attention of the headteacher. These incidents should be reported to the police and/or the Anti Hate Crime group who may wish to take action under hate crime legislation.

This policy makes it clear that any prejudice based incidents within the Cold Harbour school community will not be tolerated and will be dealt with consistently by staff and/or Senior management. All incidents will be recorded, reported and analysed and will inform the School Development Plan. Any incidents outside the school community, if corroborated, will be reported to the appropriate organisations.

## **6. Monitoring and Evaluation**

This policy will be monitored and evaluated in accordance with strategies and guidance outlined in our Monitoring and Evaluating policy and schedule.

The policy has been written in 2016

A provisional date for the next review is 2019 and this will be part of our on-going School Development Planning cycle.

This policy will be reviewed on a three year cycle.

Date Agreed:	
Signed:	
Reviewed by staff	

**COLD HARBOUR SCHOOL**  
**Prejudice based incident/hate crime report**

School \_\_\_\_\_ Date of incident \_\_\_\_\_

<b>Perpetrator</b>	Pupil <input type="checkbox"/> staff <input type="checkbox"/> parent <input type="checkbox"/> outside person/s (please circle) Ethnicity _____ Gender M/F Age or year group _____
<b>Victim</b>	Pupil <input type="checkbox"/> staff <input type="checkbox"/> parent <input type="checkbox"/> outside person/s (please circle) Ethnicity _____ Gender M/F Age or year group _____
<b>Victimless incident</b>	Yes <input type="checkbox"/> No <input type="checkbox"/> (Please circle)

**Protected characteristics of victim (circle)**

Age  Disability  Gender identity/reassignment  Marriage and civil partnership   
 Pregnancy and maternity status  Race  Sex  Sexual orientation  Faith

**Nature of incident (please tick)**

Physical assault <input type="checkbox"/>	Name calling <input type="checkbox"/>	Hate graffiti <input type="checkbox"/>
Offensive badges <input type="checkbox"/>	Hate literature <input type="checkbox"/>	Incitement of others <input type="checkbox"/>
Refusal to cooperate <input type="checkbox"/>	E safety: mobile phones or social networks <input type="checkbox"/>	Other <input type="checkbox"/>

**Brief description of the incident**

**Action taken/Victim support**

Name \_\_\_\_\_

Position \_\_\_\_\_

Signature \_\_\_\_\_

Date \_\_\_\_\_

**APPENDIX 2**

Academic Year: 2016/17

Term: Autumn

School: Cold Harbour C of E Primary School

Head teacher/Member of the SMT: Christine Ryan

Signature:

Date:

Nature of incident Racist incident <input type="checkbox"/> Religious discrimination <input type="checkbox"/>	Ethnicity (Please use standard ethnicity codes)		Number of incidents reported ( 0 if nil returns)
	Victim	Perpetrator	
<i>Physical assault</i>			0
<i>Name calling</i>			0
<i>Hate graffiti</i>			0
<i>Offensive badges</i>			0
<i>Hate literature</i>			0
<i>Incitement of others</i>			0
<i>Refusal to co-operate</i>			0
<i>Racist images on mobile phones</i>			

Did any of these incidents occur outside school premises? Yes  No

If yes, please state how many: .....

**By the end of each term please send a copy of this report to:**

Ethnic Minority Achievement Support Service, The Children and Young People's Service, The Queensway Centre, Queensway, Bletchley, Milton Keynes MK2 2HB

Note: The figures from the report from all schools will be used for reporting to the Anti Hate Crime Group (not attributed to individual schools). **Please retain a copy of the report for your records.**

6.4. The following table provides some ideas for appropriate actions that could be taken in response to different types of incidents.

Type of incidents	Suggested actions	Possible Hate Crime?
(a) Physical assault	<ul style="list-style-type: none"> <li>Report to the class/subject teacher, Head of Year or Headteacher as appropriate</li> <li>Record on the Prejudiced Based Incident Reporting Form</li> <li>Provide a full report to the named person/Headteacher</li> <li>Inform parents/carers</li> <li>Take necessary action to prevent recurrence</li> </ul>	Yes
(b) Derogatory name calling	<ul style="list-style-type: none"> <li>Never ignore any derogatory name calling, insults and prejudiced forms of verbal abuse in school</li> <li>Explain fully to the perpetrator that verbal prejudice abuse will not be accepted</li> <li>Refer offenders to the named person/Headteacher as appropriate</li> <li>Record on the Prejudiced Based Incident Reporting Form</li> <li>Inform parents/carers</li> <li>Request agencies for intervene to provide training/strategies depending on the nature of the incident (see section 12)</li> </ul>	Yes
(c) Hate graffiti	<ul style="list-style-type: none"> <li>Report all prejudiced and offensive graffiti in the school to the named person/Headteacher</li> <li>Take action to remove graffiti immediately</li> <li>Check regularly and take steps to remove and discourage the re-appearance of graffiti</li> </ul>	Yes
(d) Wearing hate badges or insignia	<ul style="list-style-type: none"> <li>Do not permit wearing of hate badges or insignia</li> <li>Refer perpetrators to the named person/Headteacher as appropriate</li> <li>Record on the Prejudiced Based Incident Reporting Form</li> <li>Inform parents/carers</li> </ul>	Yes
(e) Bringing hate materials into school	<ul style="list-style-type: none"> <li>Remove all forms of hate literature, such as leaflets, comics materials or magazines</li> <li>Refer pupils to the named person/Headteacher as appropriate</li> <li>Inform parents/carers</li> </ul>	Yes, may fall under incitement legislation
(f) Prejudiced based comments during lessons	<ul style="list-style-type: none"> <li>Challenge comments/statements</li> <li>Speak to the young person after the lesson to ensure they understand what they said was unacceptable and why</li> <li>Record hate incidents occurring in each lesson as a separate incident as outlined in the school's policy</li> <li>Inform parents/carers</li> </ul>	Yes, may fall under incitement legislation
(g) Attempts to recruit to organisations or groups	<ul style="list-style-type: none"> <li>Report immediately to the named person/Headteacher</li> <li>Recruiter should be interviewed</li> <li>Record on the Prejudiced Based Incident Reporting Form</li> <li>Inform parents/carers</li> </ul>	Yes, may fall under incitement legislation

Type of incidents	Suggested actions	Possible Hate Crime?
(h) Ridicule of an individual for cultural or other differences e.g. food, music, dress, appearance, etc	<ul style="list-style-type: none"> <li>• Never ignore any attempt to ridicule an individual within school</li> <li>• Explain fully to the perpetrator that verbal prejudice abuse will not be accepted</li> <li>• Refer offenders to the named person/Headteacher as appropriate</li> <li>• Record on the Prejudiced Based Incident Reporting Form</li> <li>• Inform parents/carers</li> </ul>	Yes
(i) Refusal to cooperate with others because of a protected characteristic e.g. race, disability, sexuality	<ul style="list-style-type: none"> <li>• Explain that pupils should work collaboratively. Every pupil should have the right to be included in school activities</li> <li>• Refer perpetrators to the named person/ Headteacher as appropriate</li> <li>• Record on the Prejudiced Based Incident Reporting Form</li> <li>• Inform parents/carers</li> </ul>	No
<p><b>Schools may request support and advice from Milton Keynes Council and other agencies for specific incidents. See section 12 for list of contacts</b></p>		

Equality area or specific protected characteristic	Organisation	Contact details
General: relating to all protected characteristics	Milton Keynes Council	Corporate Equality and Diversity Manager Milton Keynes Council Civic Offices T: 01908 254628 Email: <a href="mailto:equalities@milton-keynes.gov.uk">equalities@milton-keynes.gov.uk</a>
General: relating to all protected characteristics, particularly where a hate crime or potential hate crime is involved	Milton Keynes Equality Council – Anti Hate Crime Group	Milton Keynes Equality Council Anti Hate Crime Group <a href="http://www.mkequalitycouncil.org.uk">www.mkequalitycouncil.org.uk</a> Acorn House 377 Midsummer Boulevard Central Milton Keynes MK9 3HP T: 01908 606828 Email: <a href="mailto:enquiries@mkrec.org.uk">enquiries@mkrec.org.uk</a>
	Thames Valley Police	Thames Valley Police Community and Diversity Officer T: 101
	Victim Support	Milton Keynes Victim Support T: 0845 450 3883
Disability	Milton Keynes Council: Learners with Learning Difficulties and Disabilities Service	Learners with Learning Difficulties and Disabilities Service <a href="http://www.milton-keynes.gov.uk/inclusion">www.milton-keynes.gov.uk/inclusion</a> Milton Keynes Council Children and Families Saxon Court 502 Avebury Boulevard Milton Keynes MK9 3HS T: 01908 2532428 Email: <a href="mailto:sen@milton-keynes.gov.uk">sen@milton-keynes.gov.uk</a>
Faith or religion	Milton Keynes Council: Ethnic Minority Achievement Support Service (EMASS)	Ethnic Minority Achievement Support Service <a href="http://www.milton-keynes.gov.uk/emass">www.milton-keynes.gov.uk/emass</a> Milton Keynes Council, Children and Families The Queensway Centre Queensway, Bletchley Milton Keynes MK2 2HB T: 01908 270409 Email: <a href="mailto:multicultural@milton-keynes.gov.uk">multicultural@milton-keynes.gov.uk</a>
Gender identity/ reassignment	Q:alliance	Q:alliance <a href="http://www.qalliance.org.uk">www.qalliance.org.uk</a> Acorn House 381 Midsummer Boulevard Milton Keynes MK9 3HP Email: <a href="mailto:info@qalliance.org.uk">info@qalliance.org.uk</a>