

Whitfield St James' CE (VC) Primary School



# WHITFIELD ST JAMES'

## CE (VC) Primary School

### Equality Policy

Approved by:	Full governing body
Date:	21.03.23
Frequency of review:	Annually
Next review by:	March 2024

Linked with Equality Objectives

## **Equality Policy Legal Framework**

- 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. Protected characteristics make up the part of a person's identity that makes them who they are, such aspects or characteristics are protected from discrimination. Everyone in Britain is protected from unlawful behaviour by the Act.

The protected characteristics are as follows: • age • disability • race • sex • gender reassignment • maternity and pregnancy • religion and belief • sexual orientation • marriage and civil partnership (for employees)

- 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.

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 individual) • Prepare and publish equality objectives which we will review on an annual basis • Consult all our stakeholders in the development of our equality objectives and report on progress against our objectives on an annual basis

### **Guiding Principles**

4. In fulfilling the legal obligations cited above, we are guided by nine principles:

#### **Principle 1: All learners are of equal value.**

We see all learners and potential learners, and their parents and carers, as of equal value:

- Whether or not they are disabled
- Whatever their ethnicity, culture, national origin or national status
- Whatever their gender and gender identity
- Whatever their religious or non-religious affiliation or faith background
- Whatever their sexual identity

#### **Principle 2: We recognise and respect difference.**

- Treating people equally (principle 1 above) does not necessarily involve treating them all the same. Our policies, procedures and activities must not discriminate but must nevertheless take account of differences of life-experience, outlook and background and in the kinds of barrier and disadvantage which people may face in relation to:
  - Disability, so that reasonable adjustments are made

- Ethnicity, so that different cultural backgrounds and experiences of prejudice are recognised
- Gender, so that the different needs and experiences of girls and boys and women and men, are recognised
- Religion, belief or faith background
- Sexual identity

**Principle 3: We foster positive attitudes and relationships, and a shared sense of cohesion and belonging.**

We intend that our policies, procedures and activities should promote:

- Positive attitudes towards disabled people, good relations between disabled and non-disabled people, and an absence of harassment of disabled people
- Positive intervention, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, religious affiliation, national origin or national status, and an absence of prejudice-related bullying and incidents
- Mutual respect and good relations between boys and girls, and women and an absence of sexual and homophobic harassment.

**Principle 4: we observe good equalities practice in staff recruitment, retention and development.**

We ensure that policies and procedures should benefit all employees and potential employees, for example in recruitment and promotion and in continuing professional development:

- Whatever their age
- Whether or not they are disabled
- Whatever their ethnicity, culture, religious affiliation, national origin or national status
- Whatever their gender and sexual identity, and with full respect for legal rights relating to pregnancy and maternity

**Principle 5: We aim to reduce and remove inequalities and barriers that already exist.**

In addition to avoiding or minimising possible negative impacts of our policies, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist between:

- Disabled and non-disabled people
- People of different ethnic, cultural and religious backgrounds
- Girls and boys, women and men

**Principle 6: We consult and involve widely.**

We engage with a range of groups and individuals to ensure that those who are affected by a policy or activity are consulted and involved in the design of new policies, and in the review of existing ones. We consult and involve:

- Disabled people as well as non-disabled people
- People from a range of different ethnic, cultural and religious backgrounds
- Girls and boys, women and men
- Gay people as well as straight

**Principle 7: Society as a whole should benefit**

We intend that our policies and activities should benefit society as a whole, both locally and nationally, by fostering greater social cohesion, and greater participation in public life of:

- Disabled people as well as non-disabled
- People of a wide range of ethnic, cultural and religious backgrounds

- Both women and men, and boys and girls, gender neutral or those with a different gender

- Gay people as well as straight

### **Principle 8: We base our policies and practices on sound evidence**

We maintain and publish quantitative and qualitative information which shows our compliance with the public sector equality duty (PSED) set out in clause 149 of the Equality Act 2010, and on the basis of which we decide on specific and measurable objectives

Evidence relating to equalities is integrated into our self-evaluation documentation

### **Principle 9: Measurable objectives**

We formulate and publish specific and measurable objectives, based on the consultations we have conducted (principle 6) and the evidence we have collected and published (principle 8)

The objectives which we identify take into account national and local priorities and issues as appropriate.

Our equality objectives are included within our school improvement plan.

We keep our equality objectives under review and report annually on progress towards achieving them.

### **The Curriculum**

We keep each curriculum subject or area under review in order to ensure that teaching and learning reflect the principles set out in paragraph above.

### **Ethos and organisation**

We ensure the principles listed in paragraph above apply to the full range of our policies and practices, including those that are concerned with:

- Pupils' progress, attainment and achievement
- Pupils' personal development, welfare and well-being
- Teaching styles and strategies
- Admission and attendance
- Staff recruitment, retention and professional development
- Care, guidance and support
- Behaviour, discipline and exclusions
- Working in partnership with parents, carers and guardians
- Working with the wider community

### **Addressing prejudice and prejudice related bullying**

The school is opposed to all forms of prejudice which stand in the way of fulfilling the legal duties referred to in paragraphs 1-3:

- Prejudices around disability and special educational needs

- Prejudices around racism and xenophobia, including those that are directed towards religious groups and communities, for example, antisemitism and Islamophobia, and those that are directed against Travellers, migrants, refugees and people seeking asylum
- Prejudices reflecting sexism and homophobia
- There is guidance in the staff handbook on how prejudice-related incidents should be identified, assessed, recorded and dealt with.
- We keep a record of prejudice-related incidents and if requested, provide a report to the local authority about the numbers, types and seriousness of prejudice-related incidents at our school and how they are dealt with

## Roles and Responsibilities

Governing Body	Involve and engage the whole school community in identifying and understanding equality barriers and in the setting of objectives to address these. Monitor progress towards achieving equality objectives. Publish data and publish equality objectives. Ensure that staff have access to appropriate training and resources.
Head Teacher	As above including: Promote 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 all in the school community receive adequate training to meet the need of delivering equality, including pupil awareness. Ensure that all staff are aware of their responsibility to record, report and respond appropriately to prejudice-related incidents.
Senior Leadership Team	To support the Head Teacher as above Ensure fair treatment and access to services and opportunities. Ensure that all staff are aware of their responsibility to record, report and respond appropriately to 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. Record, report and respond appropriately to 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 on how pupils and parents/carers can be expected to be treated. Support colleagues within the school community. Record, report and respond appropriately to prejudice-related incidents.
Parents/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. 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.
Pupils	Support 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. Report prejudice-based incidents to a trusted adult.
Local Community	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 ensure that the content of this policy is known to all staff and governors and as appropriate, to all pupils and their parents and carers.

All staff and governors have access to a selection of resources which discuss and explain concepts of equality, diversity and community cohesion in appropriate detail

We respect the religious beliefs and practice of all staff, pupils and parents and comply with reasonable request relating to religious observance and practice.

We ensure that all staff, including support and administrative staff, receive appropriate training and opportunities for professional development, both as individuals and as groups or teams.

Breaches of this policy will be dealt with in the same ways that breaches of other school policies are dealt with, as determined by the Headteacher and governing body.

Other policies that our equality policy links to, such as:

- SEN policy – your duties under the equality act to make reasonable adjustments
- Safeguarding and Child protection policy
- Behaviour policy – procedures relating to prejudice-related incidents

### **Monitoring and Review**

We collect, study and use quantitative and qualitative data relating to the implementation of this policy and make adjustments as appropriate

In particular we collect, analyse and use data in relation to achievement, broken down as appropriate according to disabilities and special educational needs, ethnicity, culture, language, religious affiliation, national origin, national status and gender.

This policy is reviewed annually and ratified at the closest full governing body meeting after the review date.

### **Definitions**

Discrimination is unfair treatment towards another or a group of individuals who share one or some of the protected characteristics.

Direct Discrimination occurs when someone is treated less favourably than others because of a protected characteristic.

Discrimination by Association occurs when someone is treated less favourably because someone they are associated with, such as a friend, family member or carer, has a protected characteristic.

Direct Discrimination by Perception occurs when someone is treated less favourably because someone believes they have a protected characteristic, regardless of whether their perception is correct or not.

Indirect discrimination can be more difficult to identify and sometimes is not intended. It can occur due to a lack of understanding of the law or a genuine error of judgement about an individual. For example, a policy that is applied to all individuals equally may inadvertently disadvantage individuals or groups who have a protected characteristic. It is therefore essential that all aspects of school life and policies are scrutinised carefully to avoid any unlawful provision, criterion, or practice.

Victimisation occurs when an individual has either raised a complaint or grievance that they have been discriminated against based on having a protected characteristic; or has supported someone who has raised a complaint or grievance.

Harassment is any form of unwanted behaviour intended to violate an individual's dignity or create an environment which may be described as hostile, degrading, humiliating or offensive. The victim will be subject to this harassment based on a protected characteristic or the perception that they have a protected characteristic, or because they are associated with someone who has a protected characteristic.

Prejudice can be conscious or unconscious and involves stereotypes, prejudgements, and beliefs (which are usually negative) about an individual, or group of people, based on a protected characteristic

**Approved by Governing Body:**

**Reviewed:** March 2023