

Thoughtfulness And Respect

Sandford Hill Primary School

Equality Policy



School website: sandfordhill.org.uk

Email: office@sandfordhill.org.uk

Policy written by:	J Wildgoose
Policy updated:	March 2018
Policy approved by Governors:	Spring 2 2018
Review date:	Spring 2 2022

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Introduction

The Equality Act 2010 combines and builds upon the existing legislation covering discrimination and promotion of equality of opportunity.

This Act brings together into one Act those areas now known as 'protected characteristics' that qualify for protection from discrimination such as age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

The Public Sector Equality Duty

The Public Sector Equality Duty (PSED) of the Equality Act 2010 requires all public bodies including schools to have due regard to:

- fostering good relations between different groups
- eliminating discriminatory practices and outcomes affecting different groups
- promoting equality of opportunity

Sandford Hill Primary School staff and Governors believe that everyone has the right to be treated with dignity and respect. We are opposed to any direct or indirect discrimination against individuals or groups whatever their age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex or sexual orientation.

All staff, Governors and Parents/Carers have a responsibility to ensure equality permeates into all aspects of school life and that everyone is treated equally irrespective of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. We want everyone connected with this school to feel safe, secure, valued and of equal worth.

We have high expectations of all pupils and we aim to provide them with every opportunity to succeed by providing the highest standards of teaching and learning.

We are opposed to any member of the school personnel or others connected with the school being victimised, harassed or bullied by another based on assumptions about their status in the afore mentioned categories or on any other grounds. Also, we will not discriminate against anyone because of their political affiliation.

In order to achieve the aims of this policy we will take measures of positive action to encourage or facilitate the employment or training of minority or disadvantaged groups as we recognise that the avoidance of discrimination is not sufficient in ensuring that equality exists in this school.

This shows that we have due regard to setting the required objectives:

- 1. To reduce prejudice and increase understanding of equality through teaching across the curriculum.*
- 2. To ensure that all pupils achieve challenging targets and any gaps in attainment are reduced.*

We, as a school community, have a commitment to promote equality. Therefore, an impact assessment has been undertaken and we believe this policy is in line with the Equality Act 2010.

Thoughtfulness And Respect

Aims

- To publish and put into practice agreed objectives, stated above, re the Equality Act 2010, that combines and builds upon the existing legislation covering discrimination and promotion of equality of opportunity.
- To respect everyone equally irrespective of their gender, ethnicity, disability, religion or belief, sexual orientation, age or any other protected characteristic.
- To work with other schools, agencies and groups to share good practice in order to improve this policy.

Responsibility for the Policy and Procedure

Role of the Governing Body:

The Governing Body has:

- delegated powers and responsibilities to the Headteacher to ensure that this policy is embedded into the culture of the school;
- delegated powers and responsibilities to the Headteacher to ensure all school personnel and stakeholders are aware of and comply with this policy;
- responsibility for ensuring that the school complies with the Equality Act 2010;
- ensure that appropriate action will be taken to deal with all prejudice related incidents or incidents which are a breach of this policy;
- ensured that all governors are aware of their legal responsibilities under equality legislation;
- the responsibility to monitor achievement of equality targets;
- responsibility for ensuring funding is in place to support this policy;
- responsibility for ensuring this policy and all policies are maintained and updated regularly;
- responsibility for ensuring all policies are made available to parents/carers;
- responsibility for the effective implementation, monitoring and evaluation of this policy.

Role of the Headteacher (HT) / Senior Leadership Team (SLT)

The Headteacher / Senior Leadership Team will:

- ensure that this policy is embedded into the culture of the school;
- ensure all school personnel, Governors, pupils and parents/carers are aware of and comply with this policy;
- work closely with relevant link governors and/or coordinator;
- provide leadership and vision in respect of equality inclusion and community cohesion;
- record and deal with incidents of racism, bullying, discriminatory or prejudice related behaviour;
- seek advice from appropriate agencies in order to ensure that this policy is kept up to date;
- ensure equal opportunities is considered and (where relevant) included in the school improvement plan, subject policies and curriculum plans;
- regularly report to the Governing Body on the standards achieved by different groups within the school;
- record, report and address all racist incidents;

Thoughtfulness And Respect

- provide guidance, support and training to all staff;
- monitor the effectiveness of this policy;
- report to the Governing Body on the success and development of this policy.

Role of School Personnel

School personnel will:

- act as positive role models in order to promote equality throughout the school community;
- abide by and adhere to this policy;
- implement the school's equalities policy and schemes;
- report and deal with all incidents of discrimination and unequal treatment to the HT / SLT;
- maintain an overall school ethos of respect and tolerance for one another;
- promote equality, inclusion and good community relations;
- challenge inappropriate language and behaviour;
- tackle bias and stereotyping;
- insist on good pupil conduct;
- act as role models;
- be alert to signs of racial harassment and bullying;
- have high expectations of all pupils;
- carefully monitor all groups of pupils to ensure that they make progress and achieve their targets;
- provide a stimulating, relevant and exciting curriculum that will motivate and enthuse all students;
- use a variety of teaching methods to ensure effective learning takes place for all pupils;
- promote equality through curriculum planning;
- ensure planning is differentiated in order to provide full access for all pupils;
- create a positive classroom ethos that is welcoming to both sexes;
- ensure pupils feel valued and have individual targets;
- be open to the views of pupils;
- attend appropriate training sessions; and
- report any concerns they have on any aspect of the school community.

Role of Pupils

Pupils will:

- recognise that they have a role and responsibility to promote equality, inclusion and good community relations;
- challenge inappropriate language behaviour;
- tackle bias and stereotyping;

Thoughtfulness And Respect

- work to promote anti-bullying strategies;
- respond appropriately to incidents of discrimination and harassment and understand the action needed to report these;
- learn to take pride in their work;
- produce work of a high standard;
- listen carefully to all instructions given by the teacher;
- ask for further help if they do not understand;
- participate fully in all lessons;
- participate in discussions concerning progress and attainment;
- treat others, their work and equipment with respect;
- wear correct uniform;
- liaise with the school council;
- take part in questionnaires and surveys.

Role of the School Council

The School Council will be involved in:

- organising surveys to gauge the thoughts of all pupils.

Role of Parents/Carers

Parents/carers will:

- be aware of and comply with this policy;
- be asked to take part in periodic surveys conducted by the school.

Recruitment Process

We are an Equal Opportunities employer and we adhere to the principles of equality of opportunity in all aspects of the recruitment process.

We welcome applications for vacant posts from appropriately qualified persons regardless of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

Complaints

The complaints procedure will be used to deal with any discriminatory complaint from any member of the school personnel, Governors or wider stakeholders.

Any case of harassment will be dealt with by the school's disciplinary procedure.

Thoughtfulness And Respect

Publishing & Consulting

Opportunities to raise awareness of this policy exist via:

- the School Handbook/Prospectus;
- the school website;
- the Staff Handbook;
- meetings with parents/carers such as introductory, transition, parent-teacher consultations and periodic curriculum workshops;
- school events;
- meetings with school personnel;
- communications with home such as weekly newsletters;
- reports to parents/carers and the Governing Body;
- information displays.

Thoughtfulness And Respect

Training

We ensure all school personnel have equal chances of training, career development and promotion.

Periodic training will be organised for all school personnel so that they are kept up to date with new information and guidelines concerning equal opportunities.

Role of Community Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

Role of Monitoring the Effectiveness of the Policy

Annually the effectiveness of this policy will be reviewed by the Senior Leadership Team and the necessary recommendations for improvement will be made to the Governors.

Headteacher:	Mr D Wardle	Date:	
Chair of Governing Body:	Mr T Moss	Date:	

Thoughtfulness And Respect

Initial Equality Impact Assessment

Policy Title	The aim(s) of this policy	Existing policy	New/Proposed Policy	Updated Policy
Equality Policy			✓	

This policy affects or is likely to affect the following members of the school community (✓)	Pupils	School Personnel	Parents/ carers	Governors	School Volunteers	School Visitors	Wider School Community
	✓	✓	✓	✓	✓	✓	✓

Question	Equality Groups																		Conclusion										
	Age			Disability			Gender			Gender identity			Pregnancy or maternity			Race			Religion or belief			Sexual orientation			Yes	No			
Does or could this policy have a negative impact on any of the following?	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS					
		✓			✓			✓			✓			✓			✓			✓			✓			✓			
Does or could this policy help promote equality for any of the following?	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS		
	✓			✓			✓			✓			✓			✓			✓			✓			✓		✓		
Does data collected from the equality groups have a positive impact on this policy?	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS		
	✓			✓			✓			✓			✓			✓			✓			✓			✓		✓		

Conclusion	We have come to the conclusion that after undertaking an initial equality impact assessment that a full assessment is not required.
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Preliminary EIA completed by	Date	Preliminary EIA approved by	Date
Mrs J Wildgoose	27/11/13	Mr D Wardle	January 2014

Updated EIA completed by	Date	Updated EIA approved by	Date
Mrs J Wildgoose	14/03/18	Mr D Wardle	March 18

Thoughtfulness And Respect

The Equality Act 2010 and Schools

Question: What does the Equality Act 2010 mean for schools?

The Act is new and important because previously separate legislation, e.g. 'Race,' Disability, Gender, is brought together to provide protection from discrimination, both deliberate and unintended.

The Act defines groups of people – in schools, staff and pupils - according to nine **protected characteristics**.

The Public Sector Equality Duty (PSED) of the Equality Act 2010 requires all public bodies including schools to have *due regard* to

- Fostering good relations between different groups
- eliminating discriminatory practices and outcomes affecting different groups
- promoting equality of opportunity

As well as a **specific duty** to publish how this (the PSED) will be achieved; a **second specific duty** requires bodies to set *equalities objectives* and to **publish**, regularly, progress towards them.

Consultation with and/or about all protected groups is explicitly required in meeting these duties. The publication of objectives, e.g. on your website, in Governors' reports, in parent newsletters, was required of schools **by April 2012**.

Ofsted will inspect Equalities practice through spiritual moral social and cultural education.

Two definitive **guidance** documents which balance detail with accessibility are

<http://www.equalityhumanrights.com/advice-and-guidance/education-providers-schools-guidance/>

<http://www.education.gov.uk/aboutdfe/advice/f00215460/equality-act-2010-departmental-advice>