

Equality Policy



Policy updated by Mr Grogan (Headteacher) and Miss Taylor (PHSE leader): January 2021

Policy approved by Governors: February 2021

A handwritten signature in black ink that reads "Fiona Taylor".

Chair of Governors

A handwritten signature in black ink that reads "M. Grogan".

Headteacher

Policy shared with staff and shared on the school website: February 2021

'Never settle for less than your best'

EQUALITY POLICY

Our school motto

Never settle for less than your best.

Our Vision

Following in the footsteps of Jesus, each member of our community will flourish as resilient, respectful and adaptable individuals prepared for life's journey. Along the way we will encourage and inspire each other to continue growing as beacons of light in our own lives and the wider world.

Our Mission

St George's Central seeks to provide quality education rooted in the Christian faith, serving the spiritual, moral and educational needs of the community of which it is part.

Equality Statement

At St George's Central, we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of race, gender, disability, faith or religion or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life. We believe that equality at our school should permeate all aspects of school life and is the responsibility of every member of the school and wider community. The achievement of pupils will be monitored by race, gender and disability and we will use this data to support pupils, raise standards and ensure inclusive teaching. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all. At our school, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

Legal Framework and Other Supporting Policies

The following legislation informs our School Equal Opportunities Policy:

- **Sex Discrimination Act 1975**, which requires Schools to ensure that they do not discriminate against either sex in matters of admissions, standards of behaviour, dress and appearance, delivery of the curriculum and provision of all educational services.
- **The Race Relations Act 1976**, which describes direct and indirect discrimination and gives every Local Authority the duty to give due regard to the need to eliminate unlawful discrimination and to promote equality of opportunity and good relations between persons of different racial groups.
- **The Human Rights Act 2000**, which makes most of the rights set out in the European Convention on Human Rights enforceable in the English Courts.
- **The Race Relations (Amendment) Act 2000**, which includes a positive duty of schools to promote racial equality measures.
- **The Special Needs and Disability Act 2001**, which includes requirements on schools to ensure there is no discrimination against disabled people, including staff and pupils, and to have available information about facilities for disabled people.
- **The Equality Act 2010**, legally protects people from discrimination in the workplace and wider society. It sets out in the different ways in which it is unlawful to treat someone.

To help our school in its equal opportunities work, it has the following policies:

- Accessibility Policy.
- Anti-Bullying Policy.
- Behaviour and Relationships Policy.
- Child Protection and Safeguarding Policy.
- Exclusion Policy.
- GDPR Policy.
- Peer on Peer Abuse Policy.
- SEND Policy.

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Equality Objectives

The school operates equality of opportunity in its day to day practice in the principles outlined in this policy. To ensure these principles are carried out we have set three Equality Objectives which will be monitored by the Governing Body and reviewed each year:

- To ensure implementation of Public Sector Equality Duty (PSED)
- To promote spiritual, moral, social and cultural development through all appropriate curricular opportunities, with particular reference to issues of equality and diversity
- To increase the extent to which all pupils, including in particular those with protected characteristics (PC) as defined by the Equality Act, 2010, feel valued and confident, and in consequence are more likely to make at least good progress.

As a school we welcome our duties under the Equality Act 2010. The general duties are to:

- Eliminate discrimination.
- Advance equality of opportunity.
- Foster good relations.

In line with the protected characteristics, we will not discriminate against, harass or victimise any pupil, prospective pupil or other member of the school community because of their:

- Age.
- Disability.
- Race.
- Sex (including issues of transgender).
- Gender reassignment.
- Maternity and pregnancy.
- Religion and belief.
- Sexual orientation.
- Marriage and Civil Partnership (for employees).

In order to meet our general duties, listed above, the law requires us to carry out some specific duties to demonstrate how we meet the general duties. 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.

In order to do this effectively we will collect data related to the protected characteristics above and analyse this data to determine our focus for our equality objectives. Our objectives will detail how we will ensure equality is applied to the services listed above however where we find evidence that other functions have a significant impact on any particular group we will include work in this area.

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 2000. In fulfilling our legal obligations we will:

- Recognise and respect diversity.
- Foster positive attitudes and relationships, and a shared sense of belonging.
- Observe good equalities practice, including staff recruitment, retention and development.
- Aim to reduce and remove existing inequalities and barriers.
- Consult and involve widely.
- Strive to ensure that society will benefit.

Mainstreaming Equality into Policy and Practice

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Teaching and learning

At St George's Central we strive to have a balanced and fair curriculum. We believe that our pupils should be exposed to ideas and concepts that may challenge their understanding to help ensure that pupils learn to become more accepting and inclusive of others. Challenging and controversial concepts will be delivered in a way that prevents discrimination, and instead promotes inclusive attitudes. This also supports our promotion of pupils' spiritual, moral, social and cultural development, special emphasis on equality, diversity and eradicating prejudicial incidents. We will also respect the right of parents to withdraw their children from classes with pose conflicts to their own beliefs.

Our school recognises that our work on equality is central to the successful promotion of fundamental British Values, especially in relation to the values of respect and tolerance and the rule of law. We will therefore ensure that our curriculum helps to prepare pupils for life in modern Britain and that we work proactively to address all forms of prejudice and discrimination, including derogatory and discriminatory language.

We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, we will:

- Use contextual data to improve the ways in which we provide support to individuals and groups of pupils.
- Monitor achievement data by ethnicity, gender and disability and action any gaps.
- Take account of the achievement of all pupils when planning for future learning and setting challenging targets.
- Ensure equality of access for all pupils and prepare them for life in a diverse society.
- Teach a well-broad and balanced PSHE curriculum encompassing statutory RSE and Health Education outcomes.
- Use materials that reflect the diversity of the school, population and local community in terms of race, gender and disability, without stereotyping.
- Promote attitudes and values that will challenge racist and other discriminatory behaviour or prejudice.
- Provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures.
- Seek to involve all parents in supporting their child's education.
- Encouraging classroom and staffroom discussion of equality issues which reflect on social stereotypes, expectations and the impact on learning.
- Include teaching and classroom-based approaches appropriate for the whole school population, which are inclusive and reflective of our pupils.
- Regularly consider the ways in which the taught and wider curriculums will help to promote awareness of the rights of individuals, and of protected characteristics of individuals, and develop the skills of participation and responsible action in challenging prejudice and stereotyping.

Admissions and exclusions

Our admissions arrangements are fair and transparent, in accordance with the LA framework, and do not discriminate on race, gender, disability, socio-economic factors or other protected characteristics. Exclusions will always be based on the school's Exclusion Policy and Behaviour and Relationships Policy. We will closely monitor exclusions to avoid any potential adverse impact and ensure any discrepancies are identified and dealt with.

Equal Opportunities for Staff

We are committed to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing and employment. All staff appointments and promotions are made on the basis of merit and ability and in compliance with the law. However we are concerned to ensure wherever possible that the staffing of the school reflects the diversity of our community.

Employer duties

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As an employer we need to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce. Equality aspects of the protected characteristics are considered when appointing staff or re-evaluating staff structures, to ensure decisions are inclusive and free of discrimination. Actions to ensure this commitment is met include:

- Monitoring recruitment and retention including bullying and harassment of staff;
- Continued professional development opportunities for all staff;
- Senior Leadership Team support to ensure equality of opportunity for all.

Equality and the law

Race Equality

In line with the requirements of the Equality Act 2010 and Race Relations (Amendment) Act 2000, the School fully understands the need to promote racial harmony and to plan opportunities for combating racism in our policies, procedures and curriculum. We believe that our school must be a safe place for everyone. The school has due regard to the need to:

- Eliminate racial discrimination.
- Promote equality of opportunity.
- Promote good relations between people of different racial groups.

Under our specific duty we will:

- Assess the impact of our policies on pupils, staff and parents by ethnicity including, in particular, the achievement levels of these pupils.
- Monitor the impact our plans and policies have on such pupils, staff and parents towards raising the achievement of minority ethnic groups.
- Challenge racial discrimination by dealing with and reporting racist incidents.

Disability

This section should be read in conjunction with the school's Special Educational Needs Policy and Accessibility Plan.

Definition of disability:

The 2010 Equality Act defines a disabled person as someone who has 'a physical or mental impairment which has a substantial or long-term adverse effect on his or her ability to carry out normal day-to-day activities'.

Legal duties

The Equality Act places a general duty on schools, requiring them to have due regard for the following when carrying out and delivering services:

- Promoting equality of opportunity between disabled people and other people;
- Eliminating discrimination and harassment of disabled people that is related to their disability;
- Promoting positive attitudes towards disabled people;
- Encouraging participation in public life by disabled people;
- Taking steps to meet disabled people's needs, even if this requires more favourable treatment.

Gender Equality

The Equality Act 2010 places a general and specific duty on schools to eliminate unlawful discrimination and harassment on the grounds of gender and to promote equality of opportunity between female and male pupils and between women and men and transgender people.

Under our general duty we will actively seek to:

- Eliminate unlawful discrimination and harassment on grounds of sex and gender reassignment;
- Promote equality between men and women.
- Avoid gender stereotypes and pursue strategies to ensure that all children achieve to their full potential.

Sexual Orientation

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The Equality Act 2010 makes provision for regulations to be introduced to extend protection against discrimination on grounds of religion or belief to sexual orientation. We aim to prevent and tackle discrimination to enable our pupils to live free from harassment and to feel safe throughout their time at St George's Central. We respect the rights of individuals to be open about their sexual orientation. We tackle homophobia, challenge stereotyping and aim to improve knowledge about LGBT communities, in our school and the wider community.

Consultation and involvement

It is a requirement that the development of this plan and the actions within it have been informed by the input of staff, pupils and parents and carers. We do this by using the following to shape the policy:

- Feedback from the annual parent questionnaire, parents' evening, 'Three Stars and a Wish' questionnaires.
- Input from staff surveys or through staff meetings/INSET.
- Feedback from the school council, PHSE lessons, discussion with pupils on children's attitudes to self and school.
- Issues raised in annual reviews or reviews of progress, mentoring and support.

Tackling discrimination

Harassment on account of race, gender, disability or sexual orientation is unacceptable and is not tolerated within the school environment. All staff are expected to deal with any discriminatory incidents that may occur. They are expected to know how to identify and challenge prejudice and stereotyping; and to support the full range of diverse needs according to a pupil's individual circumstances. Racist and homophobic incidents and other incidents of harassment or bullying are dealt with by the member of staff present, escalating to a class teacher/headteacher where necessary. All incidents are reported to the headteacher and racist incidents are reported to the governing body on a termly basis.

What is a discriminatory incident?

Harassment on grounds of race, gender, disability, sexual orientation or other factors such as socioeconomic status, can take many forms including verbal or physical abuse, name calling, exclusion from groups and games, unwanted looks or comments, jokes and graffiti. Types of discriminatory incidents that can occur are:

- Physical assault against a person or group because of their colour, ethnicity, nationality, disability, sexual orientation or gender.
- Use of derogatory names, insults and jokes.
- Racist, sexist, homophobic or discriminatory graffiti.
- Provocative behaviour such as wearing racist, sexist, homophobic or discriminatory badges or insignia.
- Bringing discriminatory material into school.
- Verbal abuse and threats.
- Incitement of others to discriminate or bully due to victim's race, disability, gender or sexual orientation.
- Discriminatory comments in the course of discussion.
- Attempts to recruit others to discriminatory organisations and groups.
- Ridicule of an individual for difference e.g. food, music, religion, dress etc.
- Refusal to co-operate with other people on grounds of race, gender, disability or sexual orientation.

Responding to and reporting incidents

It is made clear to pupils and staff how they report incidents. All staff, teaching and non-teaching, view dealing with incidents as vital to the well-being of the whole school. Depending on the nature of the incident 'reactive' one to one, small group or whole class lessons will take place to tackle issues 'in the moment' that arise with pupils.

Roles and Responsibilities

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The Governing Body will:

- Ensure that the school complies with the appropriate equality legislation and regulations.
- Meet its obligations under the PSED to publish equality objectives at least every four years commencing on the date of the last publication.
- Ensure that the school's policies and procedures are developed and implemented with appropriate equality impact assessments informing future plans.
- RSE Curriculum is in place and reflects national expectations and the faith of the school.
- Ensure that the school's Admissions Policy does not discriminate in any way.
- Ensure equal opportunities in its staff recruitment and promotion practices, professional development programmes and in membership of the governing board.
- Provide information in appropriate and accessible formats.
- Ensure that the necessary disciplinary measures are in place to enforce this policy.

The Headteacher will:

- Implement this policy and its procedures and is supported by the governing body in doing so.
- Ensure that all staff members receive the appropriate equality and diversity training as part of their induction and CPD.
- Ensure statutory RSE Curriculum is in place and reflects national expectations and the faith of the school.
- Ensure that all parents, visitors and contractors are aware of, and comply with, the provisions of this policy.
- Actively challenge and take appropriate action in any case of discriminatory practice.
- Address any reported incidents of discrimination, harassment or bullying in line with DfE guidance.

Staff will:

- Keep up-to-date with equalities legislation, policies and procedures.
- Be mindful of any incidents of discrimination, harassment or bullying in the school.
- Address any minor issues of discrimination, harassment or bullying and report any major breaches of the policy to the headteacher.
- Identify and challenge bias and stereotyping within the curriculum and the school's culture.
- Promote equality and good relations, and not harass or discriminate in any way.
- Monitor pupils' progress and academic needs to ensure the appropriate support is in place.
- Ensure statutory RSE Curriculum is taught and reflects national expectations and the faith of the school.

Monitoring and Evaluation

Our Equality Objectives will be reviewed every four years. This policy will be reviewed annually to ensure all procedures are up-to-date. The policy will be monitored and evaluated by the headteacher and governing body in the following ways:

- Individual attainment data.
- Equal opportunities recruitment data.
- Ofsted inspection judgements on equality and diversity.
- Incident records related to harassment and bullying.

In order to ensure that the work we are doing on equalities meets the needs of the whole school community we;

- Review relevant feedback from parent questionnaires and parents' evening.
- Review feedback and responses from the children and groups of children from the School Council and Pupil Voice.

Any changes made to this policy will be communicated to all members of the St. George's Central CE Primary School and Nursery community.

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