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# All Saints' CE Federation

## Corporate Equality Policy

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## CORPORATE EQUALITY POLICY

### **Our Aims & Beliefs: –**

#### **Vision**

As part of the Christian ethos of All Saints' CE Federation our vision is that every child is

Respectful, Independent, **C**onfident, **H**appy, **E**nthusiastic and **R**esilient – **RICHER!**

#### **Aims**

All Saints' CE Federation aims to:

Unlock the potential in every child

Develop children with lively enquiring minds

Develop children's perseverance and their capacity and passion for learning

Develop children's ability to communicate and form positive relationships

Encourage children to value diversity

Provide rich and varied experiences within an exciting and challenging curriculum

Support children to develop healthy lifestyles

Encourage children to become active, responsible citizens in a rapidly changing world

#### **Core Values**

At All Saints' we believe that it is important to develop core values by which to live and cultivate moral standards that support and form character, spiritual awareness and self-esteem. We feel a deep responsibility to nurture core values that can be shared and expressed by all. We will seek to explore the meanings of our core values and their significance in Christianity, other religions and secular teachings.

As a federation we advocate four key values that we believe are the most important for our children. The gifts of **Thankfulness, Forgiveness, Courage** and **Community** are the key values we want our children to leave with. These four key values underpin everything we do in our schools.

**'Building the bridge to success together with God'**

#### **Introduction**

On 1 October 2010, the Equality Act 2010 replaced all existing equality legislation such as the Race Relations Act, Disability Discrimination Act and Sex Discrimination Act. It has consolidated this legislation, simplified it and extended protection from

discrimination. It is unlawful for All Saints' CE Federation to discriminate against a person by treating them less favourably because of their

Age

Disability

Gender

Gender reassignment

Race

Religion, faith or belief including lack of belief

Sexual orientation

Marriage and civil partnership

Pregnancy and maternity

The Public Sector Equality Duty as part of the Equality Act came into force on 6 April 2011. It requires all public bodies when carrying out their day to day work to have due regard to the need to:

**Eliminate discrimination and other conduct that is prohibited by the Act**

**Advance equality of opportunity between people who share a protected characteristic and people who do not share it**

**Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it**

Having due regard for advancing equality involves:

Removing or minimising disadvantages suffered by people due to their protected characteristics

Taking steps to meet the needs of people from protected groups where these are different from the needs of other people

Encouraging people from protected groups to participate in public life or in other activities where their participation is disproportionately low.

This includes pupils and staff.

### **Statutory Requirements: The Specific Duties**

The specific duties require us to:

Publish information to show compliance with the Equality Duty, at least annually; and

Set and publish equality objectives, at least every four years

All information must be published in a way which makes it easy for people to access and understand.

## **Publishing Information**

Public bodies such as All Saints' CE Federation must publish information to show that they consciously thought about the three aims of the Equality Duty as part of the process of decision-making. The information published must include:

Information relating to people who are affected by the school's policies and practices who share protected characteristics

## **Setting Equality Objectives**

As part of the Equality Act 2010 equality objectives have been set by All Saints' CE Federation taking into account evidence of equality issues across all our functions; consideration of issues affecting people sharing each of the protected characteristics; and we have thought about each of the three aims of the Equality Duty. The number of objectives we have set are proportionate to the school size; the extent to what we do affects equality; and the evidence that such objectives were needed.

The Equality objectives are specific and set out how progress will be measured.

## **1. Definitions**

**Protected Characteristics** - It is unlawful for us to discriminate against a pupil, prospective pupil, parent, member of staff by treating them less favourably because of their

Age

Disability

Gender

Gender reassignment

Race

Religion, faith or belief including lack of belief

Sexual orientation

Marriage and civil partnership

Pregnancy and maternity

This includes:

Admissions

The way education is provided to pupils

The way pupils are able to access any benefit, facility or service

Excluding a pupil or subjecting them to any other detriment

However although a person's age is a protected characteristic in relation to employment and to the provision of goods and services this does not apply to pupils and we are able to admit and organise children in age groups and treat pupils in ways appropriate to their age and stage of development

**Direct discrimination** occurs when one person treats another less favourably, because of a protected characteristic, than they treat – or would treat – other people. This describes the most clear-cut and obvious examples of discrimination.

**Indirect discrimination** occurs when a "provision, criterion or practice" is applied generally but has the effect of putting people with a particular characteristic at a disadvantage when compared to people without that characteristic.

**Harassment** has a specific legal definition in the Act - it is "unwanted conduct, related to a relevant protected characteristic, which has the purpose or effect of violating a person's dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for that person".

**Victimisation** occurs when a person is treated less favourably than they otherwise would have been because of something they have done ("a protected act") in connection with the Act.

**Discrimination by association** a person will not be discriminated against because they are associated with another person with a protected characteristic

**Perception** whether a person has a protected characteristic or it would be discrimination to treat that person differently because it is thought that they have a protected characteristic

**Disability Special Provision** we will treat disabled pupils more favourably than non-disabled pupils by making reasonable adjustments to put them on a more level footing with pupils without disabilities either by reasonable practices or auxiliary aids and services. This will be complemented by our Accessibility Plans.

**Accessibility Plans** are implemented to ensure that

the extent to which disabled pupils can participate in the curriculum is increased

the physical environment of the schools is improved to enable disabled pupils to take better advantage of education, benefits, facilities and services provided

the availability of accessible information to disabled pupils is improved

This is published as a separate document and can be found at:  
[allsaintscefederationhessle.co.uk](http://allsaintscefederationhessle.co.uk)

**Parents** - Any reference to a parent in this policy is a wide reference (as in education law generally) not only to a pupil's birth parents but to adoptive, step and foster parents, or other persons who have parental responsibility for, or who have care of, a pupil.

**Staff** includes teaching and non-teaching staff.

## 2. Responsibilities

The Governing Body is responsible for ensuring compliance with the Public Sector Equality Duty and Specific Duties as stated above. The lead Governor for this is: Lisa Cowen.

The head teacher is responsible for:

Providing accurate and appropriate information to the Governing body to enable them to publish and demonstrate compliance with the Public Sector Equality Duty

Making sure that steps are taken to address the school's stated equality objectives

Making sure that equality and access plans are readily available and that the Governors, staff, pupils, parents and guardians know about them

Providing regular information for staff and Governors about progress against stated equality objectives

Making sure that all staff understand their responsibilities under the Public Sector Equality Duty and receive training and support to carry these out

Ensuring that all policies and strategies when being developed, implemented and reviewed do not create inequality and have a positive impact by reducing and removing inequalities and barriers that may already exist.

Taking appropriate action in cases of discrimination, harassment and victimisation

All staff are responsible for:

Eliminating discrimination and other conduct that is prohibited by the Act

Advancing equality of opportunity between people who share a protected characteristic and people who do not share it

Fostering good relations across all characteristics – between people who share a protected characteristic and people who do not share it

Visitors and contractors are responsible for following the Corporate Equality Policy.

### **3. Public Sector Duty**

#### **4.1 Information**

Appendix I to this Policy shows the information which is relevant to the three aims of the Equality Act as required by the Public Sector Duty.

#### **4.2 Engagement and Consultation**

The following people were engaged and consulted upon in the development of the Equality Objectives

Governors

Teaching staff

Non-teaching staff

School Council

Pupils

Parents

#### **4.3 Equality Objectives**

The following Equality Objectives were decided upon from the analysis of information in Appendix I and there was a potential for improvement on equalities.

##### **1. Eliminating Discrimination**

To ensure that the school maintains its data/recording system to identify all incidents of discrimination related to all 8 protected groups so that all incidents are thoroughly assessed and dealt with

##### **2. Advancing Equality**

To narrow the gap between vulnerable groups of pupils and other pupils in access to homework support, and in this way to reduce or remove inequalities in attainment throughout the school, particularly inequalities relating to the protected characteristics listed in the equality act.

##### **3. Fostering Good Relations**

To increase the level of pupil voice by extending our traditional school council to include a fair representation of all pupils in school, and in this way to foster good relationships in the school between those who have protected characteristics and those who do not.

The action plan for each objective can be found in Appendix II of this Policy.

#### **4.4 Monitoring and Evaluating**

The analysis of data and information which shows compliance to the three aims of the Equality Act (Appendix I) will be updated annually subsequent to the date of this Policy.

The Equality Objectives progress will each be reviewed regularly in accordance with the individual action plan for each objective. New objectives will be set and published at least every four years.

#### **4.5 Publishing**

In order to ensure that our equality information and objectives are easily accessible we will:

Publish the information on the our website [allsaintscefederationhessle.co.uk](http://allsaintscefederationhessle.co.uk)

Highlight where the information can be found through the school newsletter

Highlight the information in a staff meetings

Ensure translation is available those people whose first language is not English

#### **4. References**

Equal Human Rights Commission, *The Essential Guide to the Public Sector Equality Duty*, 2011

GEO, *Equality Act 2010: Specific Duties to Support the Equality Duty. What do I need to*

*know? A Quick Start Guide for Public Sector Organisations*, 2011, p6)

Department of Education, *Equality Act 2010, Advice for School Leaders, School Staff, Governing Bodies and Local Authorities*, September 2012,