

South Cave Church of England Primary School Equality Policy

(Incorporating race equality, disability discrimination policy, sex discrimination policy and to be read alongside school accessibility plan and disability equality scheme)

The new General Duty replaces the three existing public sector equality duties for disability, race and gender. It covers all protected characteristics and has three main aims requiring public bodies to have due regard to the need for:

1. Eliminate discrimination, harassment, victimisation and other conduct that is prohibited under the Equality Act 2010.
2. Advance equality of opportunity between persons who share a protected characteristic and persons who do not share it.
3. Foster good relations between persons who share a protected characteristic and persons who do not share it.

Legal duties

This policy subsumes and replaces all previous policies pertaining to equality: e.g. Racial Equality, Disability & Race Equality Schemes. It applies equally, where applicable, to adults¹ and children in School.

Legal framework

South Cave Church of England Primary School recognises its duties under the Equality Act 2010 to **eliminate discrimination, advance equality of opportunity and foster good relations** in relation to the nine characteristics protected in law:

1. Age
2. Sex
3. Race
4. Marriage and Civil Partnerships
5. Pregnancy and Maternity
6. Gender reassignment
7. Disability
8. Sexual Orientation
9. Religion or belief

In addition we include economic disadvantage within this policy, recognising that this has one of the most significant impacts on the achievement of children and young people.

Guiding principles

In fulfilling the legal obligations cited above, We recognise that the following four sets of duties are essential and that they 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.

We welcome our duties under:

- the Race Relations 1976 as amended by the Race Relations Amendment Act 2000;

- the Disability Discrimination Acts 1995 and 2005;
- the Sex Discrimination Act 1975 as amended by the Equality Act 2010.
- the Education and Inspections Act 2006 to promote community cohesion.

We are guided by seven principles:

Guiding principles

In fulfilling the legal obligations referred to above and summarised in Appendix A, we are guided by seven principles.

Principle 1: All learners are of equal value

We see all learners and potential learners as of equal value:

- whether or not they are disabled

(definition of disabled being: 'A person suffers a disability if he or she has a physical or mental impairment that has a substantial and long term adverse affect on his or her ability to carry out normal day to day activities' According to the Disability Discrimination Act, an impairment is to be treated as affecting the person's ability to carry out normal day-to day activities, only if it affects one or more of the following:

mobility, manual dexterity, physical co-ordination, continence, ability to lift, carry or otherwise move everyday objects, speech, hearing or eyesight, memory or ability to concentrate, learn or understand and perception of the risk of physical danger.)

- whatever their ethnicity, culture, religious affiliation, national origin or national status
- whichever their gender.
- Our school also recognises that children with social and emotional needs also require special provision

Principle 2: We recognise and respect diversity

Treating people equally does not necessarily involve treating them all the same. Our policies, procedures and activities must not discriminate, but are differentiated, as appropriate, to 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, women and men are recognised

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 nondisabled people, and an absence of harassment of disabled people
- positive interaction, 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, women and men, and absence of sexual harassment

Principle 4: Staff recruitment, retention and development

Policies and procedures should benefit all employees and potential employees, for example in recruitment and promotion, and in continuing professional development:

- whether or not they are disabled
- whatever their ethnicity, culture, religious affiliation, national origin or national status
- whichever their gender

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

In addition to avoiding or minimising possible negative impacts, 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 widely

People affected by a policy or activity are consulted every two years (and as part of staff induction) and involved in the design of new policies, and in the review of existing ones. We involve:

- disabled people as well as non-disabled
- people from a range of ethnic, cultural and religious backgrounds
- both women and men, and girls and boys

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, girls and boys.

Action plans

We recognise that the actions resulting from a policy are what make a difference.

Each year we review our accessibility action plan within the framework of the overall school improvement plan, setting out the specific actions and projects we shall undertake to implement the principles above.

The curriculum

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

As part of our work to promote equality, we aim to ensure that within our educational provision children are offered opportunities to:

- Understand and celebrate diversity in all its forms;
- Learn about racial equality in a variety of curriculum areas (e.g. PHSCE, Science, RE, Art and English);
- Develop an understanding of global citizenship;
- Understand the power of language particularly relating to verbal abuse due to race, disability,
- sexual orientation or social standing;
- Develop an understanding of their rights, the rights of others, and their responsibilities to each other;
- Develop an understanding and appreciation of other religious beliefs and cultures;
- Recognise and challenge prejudice and discriminating attitudes and behaviour;
- Develop emotionally and intellectually with the personal qualities and attributes required to make a successful life in a diverse society

Ethos and organisation

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

- learners' progress, attainment and assessment
- learners' personal development, welfare and well-being
- teaching styles and strategies
- admissions 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 above:

- 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, refugees and people seeking asylum
- prejudices reflecting sexism and homophobia.

We take seriously our obligation to report regularly to the local authority about the numbers, types and seriousness of prejudice-related incidents at our school and how they were dealt with.

Roles and responsibilities

The governing body is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and strategies are implemented.

A member of the governing body has a watching brief regarding the implementation of this policy. (SEN/safeguarding governor)

The headteacher is responsible for implementing the policy; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination.

A senior member of staff has day-to-day responsibility for co-ordinating implementation of the policy.

All staff are expected to:

- promote an inclusive and collaborative ethos in their classroom
- deal with any prejudice-related incidents that may occur
- identify and challenge bias and stereotyping in the curriculum
- support pupils in their class for whom English is an additional language
- keep up-to-date with equalities legislation relevant to their work

Information and resources

We ensure that the content of this policy is known to all staff and governors and, as appropriate, to all pupils and parents.

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.

Religious observance

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

Staff development and training

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 the policy

Breaches of this policy will be dealt with in the following way:

Pupils

If pupils do not comply with the policy:

- Initially this will be dealt with sensitively by the class teacher. The pupil and their parents will be
- spoken to formally about their behaviour or attitude of the pupil.
- If the issue reoccurs a member of the Senior Management Team will speak with the pupil about

- their behaviour and attitude and outline the expectations for all pupils and staff at the school.
- Appropriate sanctions will be set that are in line with the behaviour policy.

Staff

If staff do not comply with the policy:

- Staff may be required to attend appropriate training.
- All breaches of policy by staff will be dealt with and managed by the Staff Discipline Policy

Monitoring and evaluation

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 and national status; and gender.

To review good practice we make use of a range of auditing schedules.

Please also refer to the school special needs policy, inclusion policy, disability equality statement (in school prospectus), disability equality scheme and accessibility plan

Written by J. Newby