



ST PETER'S CE (VA) JUNIOR SCHOOL

EQUALITIES POLICY

This policy reflects the Equality Act 2010 which subsumes and replaces all previous legislation including the Race Relations Act 1976, Disability Discrimination Act 1995, Gender Recognition Act 2004 and Sex Discrimination Act 1975. The policy therefore supersedes all previous school policies on Disability, Ethnicity (i.e. Race) and Gender. Through this policy St Peter's CE (VA) Junior School will fulfil its public duty to have regard to the need to eliminate unlawful discrimination, advance quality of opportunity, and foster good relations in connection with disability, ethnicity, gender, religion, sexual identity, and where appropriate, age (applicable to employees only). The guiding principles in this policy refer to all individuals and therefore are equally applicable to pupils, staff, governors, and in addition to visitors to our school.

Legal framework

St Peter's CE (VA) Junior 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.

It should be noted that all schools have a duty to comply with the Equality Act 2010 and the Public Sector Duties and failure to do so could result in legal action against the school's Board of Governors. Employees of the school acting on behalf of the Board of Governors are also liable for their own discriminatory actions.

Good Practice

I. We strive to achieve a cohesive community and expect that children respect one another and behave with respect to one another, and that their parents feel fully engaged in the school.

2. We aim to enhance a wider sense of community locally, as well as in the context of the UK and the world communities

3. 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.

4. We consider it prudent and sensible to maintain the practice of logging racist incidents, even though there is no longer a request for this from the LA. We monitor and log incidents that discriminate against children and young people or adults in our school with protected characteristics, eg, homophobic bullying, racial bullying. We monitor and log all bullying incidents including those directed towards those with special educational needs.

Guiding principles

5. In fulfilling the legal obligations cited above, we are guided by 8 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 have a disability
- 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
- whatever their economic or social background.

We therefore act to ensure that each and every member of the school community:

- experiences equality of opportunity
- feels a full and respected member of the school community
- has high expectations of themselves, their peers, staff, and others with regard to fair treatment
- develops an understanding of race, ethnicity and multiculturalism alongside an appreciation of their importance in Britain today
- develops an understanding and appreciation of disability and the contribution of disabled people in the community and UK
- develops an awareness of conscious and unwitting racism alongside the skills and confidence to challenge instances of racist behaviour, language and attitudes
- develops an awareness that disability can be both seen or unseen and that people with learning and other disabilities (e.g. autism, Asperger's syndrome) have the same rights to reasonable and appropriate adjustments as those with more obvious needs.

Principle 2: We recognise and respect difference

Treating people equally 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
- economic or social disadvantage.

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 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, and women and men, 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:

- 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, social and religious backgrounds
- girls and boys, women and men
- People in heterosexual and same sex relationships.

Principle 6: We aim to consult and involve widely

We endeavour to 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 aim to consult and involve:

- disabled people as well as those who are non-disabled
- people from a range of ethnic, cultural, social and religious backgrounds
- both women and men, and girls and boys
- people in heterosexual and same sex relationships.

Principle 7: We address prejudice and prejudice related bullying

We oppose all forms of prejudice which stand in the way of fulfilling the legal duties listed above:

- Prejudices around disability and special educational needs
- Prejudices around racism and xenophobia, including those that are directed against religious groups and communities, for example anti-Semitism and Islamophobia, and those that directed against travellers, migrants, refugees and people seeking asylum.

Principle 8: 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 those who are non-disabled
- people of a wide range of ethnic, cultural, social and religious backgrounds
- both women and men, girls and boys
- people in heterosexual and same sex relationships.

The curriculum

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

6. We ensure the principles listed under paragraph 5 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
- admissions and attendance
- staff recruitment, retention and professional development
- care, guidance and support
- behaviour, discipline and exclusions.

Roles and responsibilities

7. The **Board of Governors** is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and action plans are implemented.

8. The **Curriculum Committee** has the role of monitoring the implementation of this policy.

9. 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.

10. The **Headteacher** has day-to-day responsibility for co-ordinating implementation of the policy.

11. **All staff** are expected to:

- adhere to this policy
- promote an inclusive and collaborative ethos in their classroom, amongst colleagues and with visitors to the school
- deal with any prejudice-related incidents that may occur
- plan and deliver curricula and lessons that reflect the principles in paragraph 4 above
- support pupils in their class for whom English is an additional language
- keep up-to-date with equalities legislation relevant to their work
- attend appropriate training that enables St Peter's CE (VA) Junior School to keep up-to-date with equality issues
- All staff and governors will exercise their safeguarding responsibilities in relation to equality matters and ensure that any bullying or challenging of Human Rights is addressed immediately.

Religious observance

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

Breaches of the policy

13. We will consider every breach of the policy in the light of the particular circumstances and, if pupils are involved, take into account their age and the nature of the breach. We will call on support from the Local Authority, the Police or other agencies as appropriate.

Monitoring and review

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

15. In particular we collect, analyse and use data in relation to achievement, broken down into current statutory groupings as required by the government.

16. The Board of Governors will endeavour to ensure that all relevant policies reflect the school's commitment to the principles of equality and that this commitment is reflected clearly in all its work.

17. All policies, functions and strategies are regularly monitored, reviewed and evaluated for their effectiveness in promoting equality.

18. Outcomes of monitoring and assessment will be reported to the Board of Governors

19. The policy will be reviewed every three years as routine, more often should legislation or circumstances require it.

Adopted: 2014

Reviewed, updated & accepted – 8Feb17