



SHEERHATCH PRIMARY SCHOOL

EQUALITY POLICY

Introduction

At Sheerhatch Primary School, we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers associated with the school, irrespective of race, gender, disability, religion or belief, or socio-economic background. We aim to develop an environment and culture of inclusion and diversity such that all those connected to the school feel proud of their identity and are able to participate fully in school life.

Equality and the law

Equality Act 2010

The Equality Act 2010 replaced nine major Acts of Parliament, as well as almost a hundred sets of regulations, dealing with equality and discrimination. The Act provides a single, consolidated source of discrimination law, covering all the types of discrimination that are unlawful and identifies the following Protected Characteristics: Age, Sex, Race, Disability, Religion or Belief, Sexual Orientation, Gender Reassignment, Pregnancy and Maternity, Marriage and Civil Partnership.

Please see Appendix 1 for definitions of the protected characteristics.

Public Sector Equality Duty

The Equality Act 2010 also introduced a single Public Sector Equality Duty (PSED) that applies to public bodies, including maintained schools and Academies, and extends to certain protected characteristics - race, disability, sex, age, religion or belief, sexual orientation, pregnancy and maternity and gender reassignment.

The Public Sector Equality Duty has three aims, it requires public bodies to have due regard to:

- Remove or minimise disadvantage suffered by persons who share a relevant protected characteristic that are connected to that characteristic.
- Take steps to meet the needs of persons who share a relevant protected characteristic that are different from the needs of persons who do not share it.
- Encourage persons who share a relevant protected characteristic to participate in public life or in any other activity in which participation by such persons is disproportionately low.

In this instance having due regard means Sheerhatch Primary School must give fair consideration and sufficient attention to the three aims of the public sector equalities duty when making decisions and setting school policy.

To help achieve the aims of the PSED there are specific duties. The specific duties require schools:

- To publish information which demonstrates their compliance with the Public Sector Equalities Duty.
- To prepare and publish specific and measurable objectives which they will pursue in the coming years to achieve the three aims of the general duty.

Statement of Commitment

Sheerhatch Primary School recognise that it is unlawful for the school to discriminate against a pupil or prospective pupil, member of staff or other persons associated with the school by treating them less favourably because of their protected characteristics.

We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here. Sheerhatch Primary School is committed to ensuring that this value is a part of everyday life at the school.

Commitment to equality / Specific duties

As part of our commitment to the PSED Sheerhatch Primary School will:

- Collect, analyse information about our progress which will be reported in the Head Teacher's Report to the governing body and published via the Governing Body minutes.
- Monitor and report progress of the achievement of pupils by race, gender, socio-economic factor and disability against equality goals and we will use this data to support pupils, raise standards and ensure inclusive teaching.
- Consult and engage with staff, students and parents/carers to produce an Equality Action Plan (Appendix 2) which will identify our equality objectives.
- The Governing Body will set equality targets in line with the equality objectives as part of the normal target setting process in the Autumn Term. This will be published via Governing Body minutes.
- Be conscious of and monitor a potential pay gap in line with Performance Management and Pay Policy.
- Publish our equality objectives on the school website.
- Raise awareness of the schools equality plan through the school newsletter, assemblies, staff meetings and other communications.
- Tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all.
- Seek to train all staff in awareness of unconscious bias.
- Celebrate diversity through the curriculum and events.

Equality Everyday

As well as the specific actions set out beneath this plan, the school operates equality of opportunity in its day to day practice in the following ways.

Teaching and learning

Sheerhatch Primary School aims 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.
- 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/carers in supporting their child's education.
- Support pupils who may be disadvantaged following long periods of absence or missed learning.
- Encourage discussion of equality issues which reflect on social stereotypes, expectations and the impact on learning.
- Including teaching and classroom-based approaches appropriate for the whole school population, which are inclusive and reflective of our pupils.
- Be aware of and work towards reducing any differential attainment between pupils of different ethnic groups.

Admissions, Behaviour and Exclusions

Our admissions arrangements are fair and transparent, and do not discriminate on race, gender, disability or socio-economic factors.

Behaviour returns to the Local Authority are monitored in terms of gender, ethnicity, disability and socio-economic factors.

Exclusions would always be based on the school's Behaviour Policy. We will closely monitor exclusions to avoid any potential adverse impact and ensure any discrepancies are identified and dealt with.

All school policies are available on the school website and upon request.

Employment

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 ensure wherever possible that the staffing of the school reflects the diversity of our community.

As an employer we strive to eliminate discrimination and harassment in our employment practice, and actively promote equality across all groups within our workforce.

Protected characteristics are considered when appointing staff or re-evaluating staff structures, to ensure decisions are free of discrimination.

Actions to ensure this commitment is met include:

- Monitoring recruitment and retention;
- Monitoring through Performance Management and Appraisal;
- Continued professional development opportunities for all staff;
- Leadership support to ensure equality of opportunity for all.

Roles and Responsibilities

All members of the school community and visitors are expected to respect, support and act in accordance with the school equality plan. The Governing Body, Head Teacher, and Staff have a pivotal role ensuring that this policy is implemented in every aspect of school life.

Governing Body

The Governing Body will:

- Set equality targets and review progress against those targets annually.
- Collect, analyse and publish information about their progress in achieving the three aims of equality legislation.
- Consult with relevant parties regarding equalities issues.
- Designate a lead governor for equality issues.
- Use its power to nominate governors to ensure its composition reflects the community it serves.
- Encourage parents and staff from all ethnic groups, sexes, gender etc. when recruiting to the Governing Body.
- Apply the principles of best value without discrimination when purchasing goods and services.
- Monitor the pattern and frequency of equality related incidents and evaluate the relevance of provision for dealing with equality related incidents – defined as any incident which is perceived by the victim or any other person to contravene this policy.

Head Teacher

The Head Teacher will ensure that a school culture and ethos is established, maintained and developed which:

- Respects and celebrates diversity/equality and achievement.
- Promotes high expectations, positive attitudes towards all people.
- Ensures that staff act and work with a shared purpose to meet the needs of every student.
- Listens to and involves pupils, parents/carers and staff.
- Communicates behaviour expectations.
- Ensures that it welcomes applications for school places and jobs from all sections.
- Ensures that all staff are familiar with the process for reporting incidents (Appendix 3), and that reported incidents are addressed swiftly and effectively.

Staff

The Staff will:

- Ensure that all pupils are treated fairly, equally and with respect, and will maintain awareness of the school's Equality Plan.
- Strive to provide material that gives positive images based on race, gender and disability, and challenges stereotypical images.
- Work with the Head Teacher to ensure that all staff members act and work with a shared purpose to meet the needs of every student.
- Challenge any incidents of prejudice, and record any serious incidents, drawing them to the attention of the Head Teacher.

Monitoring Progress and Review

This plan has been agreed by the Governing Body. There is a three year rolling program for reviewing all school policies their progress and or impact.

A review of progress against the school equality targets and objectives of the Equality Action Plan will be annually. Sheerhatch Primary School Equality Policy and subsequent Equality Action Plan will be reviewed on a three year cycle as part of the schools policy review program.

Review

This Policy will be reviewed every 3 years. The Policy was approved by the Governing Body at its meeting on:

Signed by Head Teacher

Signed by Chair of Governors

Protected characteristic as defined in the Equality Act 2010

Age

In relation to the protected characteristic of age:

- a) A reference to a person who has a particular protected characteristic is a reference to a person of a particular age group.
- b) A reference to persons who share a protected characteristic is a reference to persons of the same age group.

Disability

A person has a disability if:

- a) Person has a physical or mental impairment, and
- b) The impairment has a substantial and long-term adverse effect on person's ability to carry out normal day-to-day activities.

Gender reassignment

A person has the protected characteristic of gender reassignment if the person is proposing to undergo, is undergoing or has undergone a process (or part of a process) for the purpose of reassigning the person's sex by changing physiological or other attributes of sex.

Marriage and civil partnership

A person has the protected characteristic of marriage and civil partnership if the person is married or is a civil partner.

Pregnancy and Maternity

Pregnancy is the condition of being pregnant or expecting a baby. Maternity refers to the period after the birth, and is linked to maternity leave in the employment context. In the non-work context, protection against maternity discrimination is for 26 weeks after giving birth, and this includes treating a woman unfavourably because she is breastfeeding.

Race

Race includes colour; nationality; ethnic or national origins.

Religion or belief

Religion means any religion and a reference to religion includes a reference to a lack of religion.

Belief means any religious or philosophical belief and a reference to belief includes a reference to a lack of belief.

Sex

In relation to the protected characteristic of sex:

- a) A reference to a person who has a particular protected characteristic is a reference to a man or to a woman.
- b) A reference to persons who share a protected characteristic is a reference to persons of the same sex.

Sexual orientation

Sexual orientation means a person's sexual orientation towards persons of the same sex, persons of the opposite sex, or persons of either sex.

Appendix 3

Sheerhatch Primary School Equality Incident Process

Incident	
Reported	Witnessed
Member of staff to investigate further	Challenge behaviour immediately
Response to victim and family	Response to perpetrator and family
Action taken to address issue with class and or school if necessary e.g. through circle time or assembly	Action taken to address issue with class and or school if necessary e.g. through circle time or assembly
Incident to be recorded in behaviour log.	Incident to be recorded in behaviour log.
Incident to be reported to the Governing body termly and the local authority half termly	Incident to be reported to the Governing body termly and the local authority half termly.

