



Saint Edmund's Catholic Primary School
'Together we learn and grow through worship and celebration'

Equalities

Committee responsible for policy	Resources – Equalities Working Party (DL, CM, HT)
Approved by Committee/ FGB	January 2017
Statutory/Non-statutory	STATUTORY
Frequency of Review	4 YEARS
Date of last review	January 2017
Date of next review	January 2021
Purpose of policy	To fulfil the Governing Body's duties under the Equalities Act 2010 that affect pupils or staff with protected characteristics.
Consultation	Equality Act 2010 within the School Standards and framework Act 1998.
Links to other policies	Accessibility Admissions, SEND, Medical Behaviour

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Equalities Policy

As a school we welcome our duties under the Equality Act 2010. The General Equality Duty sets out the equality matters that the school needs to consider when making decisions that affect pupils or staff with protected characteristics. This duty has three elements. In carrying out their functions public bodies are required to have 'due regard', when making decisions and developing policies, to the need to:

- *eliminate discrimination, harassment, victimisation or other conduct that is prohibited by the Equality Act 2010;*
- *Advance equality of opportunity between people who share a protected characteristic and people who do not share it;*
- *foster good relations between people who share a protected characteristic and people who do not share it.*

Having 'due regard' to the need to advance equality of opportunity is further defined in the Equality Act 2010 as 'having due regard to the need to:

- Remove or minimise disadvantages
- Take steps to meet different needs
- Encourage participation where it is disproportionately low.'

There are certain exceptions within the Equality Act to the discrimination provisions for schools with a religious character including content of the curriculum, collective worship and admissions.

The school must meet two specific duties which are to:

- publish information to demonstrate compliance with the general duties, at least annually. This may include school performance data, anti-bullying policies, curriculum materials, parent and pupil surveys and the School Development Plan. It can also refer to national and other surveys and benchmarking. The school will, generally, have sufficient information in the form of routine data or individual/group records. Where there are gaps or concerns, then the school may decide to collect more information in order to provide a complete picture of the school, shape objectives, address inequality and inform decision making.
- publish at least one, although not usually more than four, specific and measurable equality objectives, at least every four years.

The duty to have due regard to equality consideration is a continuing one which applies to all policies and procedures. It also applies to what may not be written down i.e. practices, and the school will always try to use information about pupils with protected characteristics to promote positive outcomes and mitigate adverse effects.

Meeting these duties forms an integral part of the work of the school and must be integrated into the carrying out of the school's functions. The DfE advises that schools which were already compliant with previous equality legislation should not find major differences in what they need to do. In order to ensure that the school makes explicit its compliance and remains focused on improving outcomes, the annual Equalities Statement will secure consistency, enable effective self-evaluation and support robust and rigorous school improvement.

In fulfilling our legal obligations we aim to:

- foster positive attitudes and relationships, and a shared sense of belonging as outlined in the Fundamental British Values
- advance equality of opportunity by ensuring that teaching, learning and the curriculum promotes equality and celebrates diversity
- ensure that all learners have equal access to a rich, broad, balanced and relevant curriculum
- observe good equalities practice, including staff recruitment, retention and development and that we comply with the Equalities Act 2010 within the School Standards and framework Act 1998.
- ensure that pupils, parents and other stakeholders are consulted and involved widely in advancing the provision made by the school
- promote community cohesion by fostering good relations
- ensure that within the school budget, adequate funding is provided to underpin this

We believe that promoting equality is the responsibility of everyone in the school community. We believe that discrimination is unacceptable. All pupils should have access to the whole curriculum and be able to take part fully in school life, regardless of

- Age
- Disability
- Gender Reassignment
- Marriage or Civil partnership
- Pregnancy or maternity
- Race
- Religion or Belief
- Sex
- Sexual Orientation

Including but not limited to

- Travellers, asylum seekers and refugees
- Children with special educational needs (SEN)
- Children 'looked after' by the LA
- Gifted and talented children
- Sick children
- Children from families under stress

- Any children who are at risk of disaffection or exclusion
- Socio-economic factors

We similarly respect the equal rights of our staff, families and other members of our community. We are opposed to and will challenge all forms of discrimination.

The Equality Act 2010 provides a single source of discrimination law.

The Role of Governors

In this policy, the governing body has set out its commitment to equal opportunities, and it will continue to do all it can to ensure that all members of the school community are treated both fairly and equally.

The governing body collects analyses and evaluates a range of school data. Our aim is that all pupils make the best possible progress, and that no group of pupils underachieves.

The governing body seeks to ensure that people are not discriminated against when applying for jobs at our school. The governors take all reasonable steps to ensure that the school environment properly accommodates people with disabilities. The governors welcome all applications to join the school, whatever background or disability a person may have.

The school complies with current employment law when making appointments to the school.

The governing body ensures that no child is discriminated against whilst in our school on account of their characteristics.

The Role of the Headteacher

- It is the headteacher's role to implement the school's policy on equal opportunities, and she/he is supported by the governing body in doing so.
- It is the headteacher's role to make sure that all staff are aware of the school policy on equal opportunities, and that teachers apply these guidelines fairly in all situations.
- The headteacher ensures that all appointments panels give due regard to this policy, so that no one is discriminated against.
- The headteacher promotes the principle of equal opportunity when developing the curriculum, and in providing opportunities for training.
- The headteacher views all incidents of unfair treatment or discrimination with due concern, and takes the appropriate action.

The Role of the Class Teacher

- Class teachers do their best to ensure that all pupils are treated fairly and with respect.
- When selecting classroom material, teachers strive to provide resources which give positive images, and which challenge stereotypical images.
- All our teachers and support staff challenge any incidents of prejudice or discrimination.
- Racist incidents are reported to the LA. The parents are also notified.

Monitoring and Review

It is the responsibility of the governing body to monitor the effectiveness of this policy by:

- Monitoring the progress of children of different groups and comparing it to the progress made by other children in the school.
- Monitoring the staff appointment process, so that no-one applying for a post at this school is discriminated against.
- Taking into serious consideration any complaints regarding equal opportunity, or discrimination from parents, staff or children.
- Seeking the involvement and engagement of all members of the school community
- Seeking support from outside agencies as appropriate

Policy reviewed: 13 October 2016

Reviewed by Equalities Working Party

Approved by full GB: 1 December 2016

Next Review: October 2020 unless changes to legislation requires earlier review

Appendix 1

Equalities Duties

Race:

Since the introduction of the Race Relations Act, 1976 (amended 2000), schools have to have due regard to:

- promote the elimination of unlawful racial discrimination;
- promote equality of opportunity;
- promote good relations between persons of different racial groups.

In order to meet the requirements of this duty, we will monitor race equality within our Equalities Policy and assess the impact on pupils, staff and parents of different racial groups. We will report progress annually to the Governing Body and review every four years. We are required to report racist incidents to the Local Authority termly.

Disability:

Since September 2002 it has been unlawful for any school to discriminate against disabled pupils in regard to admissions, education and associated services and exclusions. We will:

- publish a disability equality scheme and action plan and we will involve disabled people where possible, in producing these
- demonstrate actions and outcomes
- report on progress and review every three years

The Disability Equality Duty (DED) came into force in December 2006.

This was brought in to ensure the elimination of unlawful discrimination on the grounds of disability and to promote equality of opportunity for disabled people, including accessibility to buildings and publications.

Reasonable adjustments should be considered to ensure that the members of staff are fully supported in the workplace. These could include adjustments to the physical environment and / or adjustments to the timetable.

Gender including Trans-Gender:

The Gender Equality Duty (GED) came into force in April 2007. It requires all public authorities, including schools, to:

- Promote gender equality of opportunity between men and women
- Eliminate unlawful discrimination
- Eliminate harassment
- In order to be compliant with this duty, we will:
- Publish a gender equality scheme and action plan and involve stakeholders in producing these
- Demonstrate actions and outcomes
- Report on progress and review every three years

Sexual orientation

The Equality Act (Sexual Orientation) Regulations 2007 outlaw discrimination on the grounds of sexual orientation in the provision of goods and services. Admissions and recruitment procedures should be non-discriminatory and ensure equality of opportunity.

Religion and belief

Parliament approved the Racial and Religious Hatred Act, 2006 bill on 31 January 2006 that made it a criminal offence to use threatening words or behaviour with the intention of stirring up hatred against any group of people defined by their religious beliefs or lack of religious beliefs. We will monitor all incidents of harassment alongside our monitoring of racist and bullying incidents.

We will ensure that our curriculum is non-discriminatory and includes equality of opportunity for learning about a variety of religious beliefs.

Age

The Employment Equality (Age) Regulations 2006 prohibits unlawful discrimination on the grounds of age. Bullying and harassment in any of the above areas should be monitored through anti-bullying reporting and the implementation of the school's anti-bullying policy.

Community Cohesion

“The curriculum for all maintained schools should promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and prepare pupils at the school for the opportunities, responsibilities and experiences of later life”

(Education Act 2002, Section 78)

The Education and Inspections Act 2006 inserted a new section 21(5) to the Education Act 2002 introducing a duty on the governing bodies of maintained schools to promote community cohesion.

Every school – whatever its intake and wherever it is located – is responsible for educating children and young people who will live and work in a country which is diverse in terms of cultures, religions or beliefs, ethnicities and social backgrounds.

By ‘Community’ we mean:

- the **community around the school** – the local community of people who live and work there
- the **wider community of Britain**
- the **global community** – formed by EU and international links.