

Equality policy

INTRODUCTION

Beechwood Primary School is guided by a clear set of objectives and values, one of which is equality. We are committed to eliminating unlawful discrimination, harassment and victimisation; advance equality of opportunity; and foster good relations between different groups within the local community. We are determined to do everything we can to make sure that people are treated fairly and that everyone has access to good quality services. Unlawful discrimination, which results in unfairness in any aspect of schools employment policies and practices, curriculum or service delivery, will not be acceptable under any circumstances. In accordance with our mission statement, values and ethos, we pledge to respect the equal human rights of our pupils, staff and others.

1. Aims

Our school aims to meet its obligations under the public sector equality duty by having due regard to the need to:

- Eliminate discrimination and 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 across all characteristics - between people who share a protected characteristic and people who do not share it.

2. Legislation and guidance

This document meets the requirements under the following legislation:

- Human Rights Act 1998
The Human Rights Act 1998 makes it unlawful for schools to behave in a way that is not compatible with the provisions of the European Convention on Human Rights. Any action taken by a school that interferes with an individual's Human Rights must only be considered if it is a justified and proportionate means of achieving a legitimate end.
- Education Act 2002
- (Section 78) Section 78 requires governing bodies for all maintained schools to provide a curriculum that "promotes 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 And Inspections Act 2006
(Section 38 (1) Section 38 (1) of the Education and Inspections Act 2006 states that: "The governing body of a maintained school, shall, in discharging their functions relating to the conduct of the school:

Promote the wellbeing of pupils at the school, and
Promote community cohesion. The Children and Families Act 2014 Sets out how the School will support children and young people with Special Educational Needs, Social Care Needs and Health Needs. The School will : Contribute appropriately to the 'local offer' detailing relevant services available for children with disabilities and / or Special Educational Needs. Contribute appropriately to a pupil's Education, Health and Care Plan.

- The Equality Act 2010, which introduced the public sector equality duty and protects people from discrimination
- The Equality Act 2010 (Specific Duties) Regulations 2011, which require schools to publish information to demonstrate how they are complying with the public sector equality duty and to publish equality objectives ,
- This document is also based on Department for Education (DfE) guidance: The Equality Act 2010 and schools.

3. Roles and responsibilities

The governing board will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, pupils and parents, and that they are reviewed and updated at least once every four years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the Headteacher.

The equality link governor is Mr Wallace.

He will:

- Meet with the designated member of staff for equality, and other relevant staff members, to discuss any issues and how these are being addressed
- Ensure they're familiar with all relevant legislation and the contents of this document
- Attend appropriate equality and diversity training
- Report back to the full governing board regarding any issues

The headteacher is responsible for:

- Producing, implementing and maintaining the school's - Equality Policy
- Publishing the School's contribution to the "local offer"
- Ensuring all staff know their responsibilities under the Equality Policy, and receive training and support in carrying these out
- Ensuring that hate incidents and hate crime reporting is integrated within the School's Complaint Process and Anti Bullying Policy
- Ensuring tools are in place to show how the school has shown due regard to all protected groups

- Completing of the equality, accessibility and cohesion audit and action plan
- Publishing the School's Equality Policy and the outcome of the equality, accessibility and cohesion audit and action plan, on the school website, to demonstrate compliance with the general equality duty across its functions; updating this annually
- Using information from the equality, accessibility and cohesion audit to develop equality objectives for the school
- Publishing the equality objectives on the school website; reviewing them annually.
- Reviewing and revising the School's Equality Policy every three years
- Ensuring the School's Equality Policy is readily available and that the governors, staff, pupils, and their parents/carers and guardians know about it
- Ensuring the School's Equality Policy is followed consistently by all staff and pupils
- Ensuring appropriate and consistent action is taken in cases of discrimination, harassment, victimisation, hate incidents and hate crimes
- Promote knowledge and understanding of the equality objectives amongst staff and pupils
- Monitoring success in achieving the objectives and report back to governors

All members of staff are responsible for equality information and objectives, and will:

- Support the Headteacher in promoting knowledge and understanding of the equality objectives amongst staff and pupils
- Support the Headteacher in identifying any staff training needs, and deliver training as necessary
- A consistent challenge to unwanted behaviour, including inappropriate use of language.
- Consistent application of all school policies

All school staff are expected to have regard to this document and to work to achieve the objectives as set out in section 8.

4. Eliminating discrimination

Under the law, there are different categories of discrimination, with differences in the legal framework surrounding them.

These are:

- Direct Discrimination, which occurs when a person is treated less favourably than another on grounds of a personal characteristic.
- Discrimination by Association occurs when a pupil is treated less favourably because of their association with another person who has a protected characteristic (other than pregnancy and maternity). This might occur when you treat a pupil less favourably because their sibling, parent, carer or friend has a protected characteristic.
- Discrimination arising from perception takes place where education provider behaves as if the person has the characteristic and treats them worse than others as a result. This applies whether the perception is true or not, even if

the education provider knows that the person does not have the protected characteristic.

- Discrimination because of pregnancy and maternity occurs when women (including a female pupil of any age) are treated less favourably because she is or has been pregnant, has given birth in the last 26 weeks or is breastfeeding a baby who is 26 weeks or younger. Indirect Discrimination, which occurs when a rule or condition which is applied equally to everyone:
 - Can be met by considerably smaller proportion of people from a particular group
 - Is to the disadvantage of that group
 - Cannot be justified by the aims and importance of the rule condition

The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.

Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

Staff and governors are regularly reminded of their responsibilities under the Equality Act, for example during meetings.

5. Advancing equality of opportunity

As set out in the DfE guidance on the Equality Act, the school aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people which are connected to a particular characteristic they have (e.g. pupils with disabilities, or gay pupils who are being subjected to homophobic bullying)
- Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling Muslim pupils to pray at prescribed times)
- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all pupils to be involved in the full range of school societies)

6. Fostering good relations

The school aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE, citizenship and personal, social, health and economic (PSHE) education, but also activities in other curriculum areas. For example, as part of teaching and learning in English/reading, pupils will be introduced to literature from a range of cultures
- Holding assemblies dealing with relevant issues. Pupils will be encouraged to take a lead in such assemblies and we will also invite external speakers to contribute

- Working with our local community. This includes inviting leaders of local faith groups to speak at assemblies, and organising school trips and activities based around the local community
- Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school. All pupils are encouraged to participate in the school's activities, such as sports clubs.

7. Equality considerations in decision-making

The school ensures it has due regard to equality considerations whenever significant decisions are made. The school always considers the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, the school considers whether the trip:

- Cuts across any religious holidays
- Is accessible to pupils with disabilities
- Has equivalent facilities for boys and girls

8. Equality objectives

Objective 1: Ensure standards for PP children are at least the same as that for non PP children

Why we have chosen this objective: Some of our pupils come from disadvantaged backgrounds.

To achieve this objective we plan to: Provide a wide range of opportunities to engage and experience in a broad and balanced curriculum.

Progress we are making towards this objective:

- School trips and residential subsidised when necessary.
- Attend sports competitions
- All KS2 children take part in Music

Objective 2: Ensure suitable access for disabled pupils.

Why we have chosen this objective: We have a pupil who requires use of a wheelchair.

To achieve this objective we plan to:

- Ensure appropriate access and exit points so identified children can enter/leave school with their peers and without fuss.

Progress we are making towards this objective: Designated entrance/exit points have been put into place to achieve the objective

Objective 3: Increase the understanding, awareness and tolerance of different faiths and beliefs across all pupils and families.

Why we have chosen this objective: We have a rising number of pupils from different ethnic backgrounds.

To achieve this objective we plan to:

- Implement RE scheme that ensures focus on a range of faiths and is embedded in the teaching timetable appropriately.

Progress we are making towards this objective: RE scheme has been implemented and monitoring is required of its impact.

9. Monitoring arrangements

The Staffing and Curriculum committee will update the equality information we publish at least every year.

This document will be reviewed by Staffing and Curriculum Committee at least every 4 years. This document will be approved by Board of Governors

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessment

Date: October 2018

Review date: October 2021

Signed Head teacher:

Signed Chair of Governors: