

Equalities & Diversity Policy



Stoke Bishop Church of England Primary School

Reviewed by:	Leadership & Management Committee	Date: 15 th June 2021
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Introduction

At Stoke Bishop CoE Primary School we are committed to ensuring that all members of our school community are treated equally, fairly and respectfully. We are an inclusive school where we focus on the well-being, the progress and the equality of opportunity provided so every child is able to participate fully in school life. We see diversity as a strength which should be respected and celebrated by all those who learn, teach and visit here.

In accordance with our Vision, School Values, curriculum and Christian Ethos:

- We believe that everyone is of equal value.
- We actively promote positive attitudes, mutual respect and the belief that all things are possible, for all children and adults in our community.
- We recognise, respect and value difference.
- We take account of differences and strive to remove barriers and disadvantages which people may face so that everyone can participate fully in school life.
- We foster a shared sense of cohesion, trust and passion where all members of our school community feel a sense of belonging.
- We have the highest expectations of all our pupils and we work to raise standards so that everyone can make good progress and flourish.
- We believe that improving the quality of education for the most vulnerable groups of pupils raises standards across the whole school.
- We ensure that policies and procedures benefit all employees and potential employees in all aspects of their work, including in recruitment and promotion, and in Continuing Professional Development.

We will have due regard for the need to advance equality of opportunity and to foster good relations between people who share a protected characteristic and those who do not share it.

Scope and purpose of the policy

This policy covers:

- all our former, present and prospective pupils
- all staff, including all aspects of our relationship with staff and relations between staff members at all levels
- governors
- all other members of the school community including visitors, contractors and former staff members

Key groups at this school for whom this policy is intended as a provision statement:

- Children being looked after or on the edge of Care
- Those with Special Educational Needs / Learning Difficulties and Disabilities
- Children excluded or at risk of exclusion from school
- Those from an ethnic group, including those from Gypsy, Roma, Traveller background
- Those who have English as an additional language
- Children missing in education
- Those with ill health, including hospitalisation, affecting attendance at school
- Young carers
- Those offending or at risk of offending
- Those with mental health issues
- Children in receipt of free school meals
- Children living in areas of deprivation
- Gifted and talented
- Those who are gender questioning or going through transition
- Those who are Lesbian, Gay or Bisexual
- Children affected by Parental Imprisonment (CAPI)

Legislation

The Equality Act 2010 was introduced to ensure protection from discrimination, harassment and victimisation on the grounds of nine specific characteristics (referred to as *protected characteristics*). This means that we will not discriminate against any individual or treat them less favourably because of their or their family's:

- sex
- race
- disability
- religion or belief
- gender reassignment
- sexual orientation
- pregnancy or maternity

In line with the European Human Rights Commission document (p. 2, para. 1.10) the following characteristics do not apply to pupils:

- age
- marriage and civil partnership

Definitions

Discrimination may be direct or indirect and it may occur intentionally or unintentionally.

Discrimination by or against an employee is generally prohibited unless there is a specific legal exemption. See **Appendix 1** for a list of key definitions regarding discrimination.

As an employer we use Education Personnel Management model policies which are compliant with the legislation of the Equality Act 2010.

Responsibilities

Everyone connected with the school community has a responsibility for promoting the equalities agenda; fostering good relations between those with a protected characteristic and those without through our curriculum, School Values, Christian ethos and extra-curricular activities; promoting a whole school ethos and values that challenge prejudice based discriminatory language, attitudes and behaviour.

See **Appendix 2** for a full description of Responsibilities for Equality and Diversity at SBPS

Duty to make reasonable adjustments

We will actively seek to make reasonable adjustments, where there is a need to ensure that a disabled person has the same access to everything as a non-disabled person, as far as is reasonable. We will take positive and proactive steps to remove, reduce or prevent the obstacles faced by a disabled individual, as far as is reasonable.

For further information, visit the Equality and Human Rights Commission website at:

www.equalityhumanrights.com

Admissions policy

Our admissions criteria are defined under the admissions policy and are applied consistently to every young person, irrespective of any protected characteristic.

Curriculum delivery

The curriculum is crucial to tackling inequalities for pupils including gender stereotyping, preventing bullying and raising attainment for certain groups. It explicitly develops children as compassionate, moral human beings who value each other, diversity and equality.

The principles of equality and diversity are directly taught and embedded in our academic, social and wider curriculum. Jigsaw helps and supports teachers in delivering these principles in an age appropriate way.

Our curriculum responds to current or historic, local and national events.

Positive and proactive steps will be taken to prevent discrimination against, or victimisation of, any young person in the provision of education or access to any benefit, facility or service including educational trips, work experience and leisure activities.

Exclusion policy

The decision to exclude a child for a fixed period or permanently is a last resort. Our exclusion criteria are defined under the exclusion policy and are applied consistently to every young person, irrespective of any protected characteristic.

Recruitment and selection

All employees, whether part-time, full-time, temporary or permanent will be treated fairly and equally. We will avoid unlawful discrimination in all aspects of employment including recruitment, promotion, opportunities for training, pay and benefits, discipline and selection for redundancy. Selections will be made on the basis of aptitude, ability and/or merit, where appropriate.

Where appropriate, SBPS will endeavour to make all reasonable and effective adjustments during the recruitment and selection process. Where recruitment and selection is carried out by a third party, on behalf of SBPS, we will take all reasonable steps to ensure they adhere to the principles of this policy.

Reporting and recording incidents of discrimination and harassment

All incidents of discriminatory treatment, bullying and harassment must be reported to senior staff and recorded as soon as is reasonably possible (and in any event within 24 hours of the incident). All bullying-related incidents (confirmed or otherwise), will be addressed in accordance with our Anti-Bullying Policy.

Complaints and grievances

If an individual believes that they have been discriminated against, harassed or victimised, they are asked to follow our complaints or grievance procedure.

Implementation, monitoring, evaluation and review

The designated senior member of staff with overall responsibility for the implementation, monitoring and evaluation of the 'Equality and Diversity Policy' is the Headteacher.

The designated member of staff is also responsible for ensuring that all young people, staff, parents/carers and placing local authorities are aware of our policy. Additional support would also be provided to any parent or significant person, wishing to know more about the policy and procedures outlined above. A copy of this policy document is available for inspection on the premises during office hours and an electronic copy is posted on our website [here](#)

This policy document will be reviewed and publicised in writing, at least annually and, if necessary, more frequently in response to any significant incidents or new developments in national, local and organisational policy, guidance and practice.

Related policies

- Access Plan
- Behaviour Policy
- Anti-Bullying Policy
- Bullying and Harassment Policy for Staff
- Whistleblowing Policy
- Evidence and Objectives Document
- Recruitment and Selection Policy and practices
- Safeguarding and Child Protection Policy
- Health, Safety and Wellbeing Policy

Further information about equality and diversity

Types of unlawful discrimination

Direct discrimination occurs when someone is treated less favourably than another person because of a protected characteristic (age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex sexual orientation).

Discrimination by association is direct discrimination against someone because they associate with another person who possesses a protected characteristic.

Perception discrimination is direct discrimination against an individual because others think they possess a particular protected characteristic. It applies even if the person does not actually possess that characteristic.

Indirect Discrimination occurs when a condition, provision, policy or practice applies to everyone but particularly disadvantages people who share a protected characteristic and it cannot be shown to be a proportionate means of achieving a legitimate aim.

Discrimination arising from disability occurs when you treat a disabled person unfavourably because of something connected with their disability and cannot justify such treatment. Discrimination arising from disability is different from direct and indirect discrimination.

Harassment occurs when a person is subject to “unwanted conduct related to a relevant protected characteristic, which has the purpose or effect of violating an individual’s dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for that individual”. Third-party harassment occurs where, during the course of their duties, an employee is harassed by an individual or individuals who are not under the direct control of School and the harassment relates to a protected characteristic.

Victimisation occurs when an individual is subject to a detriment because they have made an allegation of, or given evidence about, the treatment of any individual (including themselves) who has been subject to any of the above. Any individual making allegations of a false, malicious or vexatious nature would not be protected against victimisation and will be subject to disciplinary action.

For more information, please look at the guidance documents found at:

- *Department for Education guidance for schools - Equality Act 2010*
- *Equality and Human Rights Commission guidance for schools - Equality Act 2010*
- *The Human Rights Act 1998 as well as the United Nations convention on the Rights of the Child provides a human rights framework that this policy seeks to uphold and deliver against*

Roles and responsibilities

The designated senior member of staff with overall responsibility for all equality and diversity matters at SBPS is the Headteacher. The role of the Designated Person is to:

- Create an environment in which all members of the community are expected to treat one another with mutual respect, dignity and tolerance.
- Ensure that SBPS complies with equality legislation;
- Ensure all policies, practices and procedures, associated with equality and diversity, including admissions, curriculum, recruitment and selection are implemented;
- To make effective and reasonable adjustments where appropriate to meet the individual needs of staff, young people and others who may have business with SBPS;
- Ensure that all staff are aware of and follow SBPS's policy; and receive appropriate equality and diversity training, in accordance with their roles and responsibilities;
- Take 'all reasonable steps' to prevent discrimination, harassment and victimisation from taking place;
- Take responsibility for recording, managing and analysing incidents of discrimination, harassment and victimisation in accordance with SBPS's policies, procedures and guidance.

It is the responsibility of all staff to:

- Treat colleagues, young people and visitors with dignity and respect; and avoid behaving in any manner that may give rise to claims of discrimination, harassment or victimisation;
- Support and participate in any measures introduced to promote equality and diversity;
- Actively challenge discrimination and disadvantage in accordance with their responsibilities;
- Report any issues associated with equality and diversity in accordance with this policy.
- It is important to appreciate that an employee is personally responsible for their own acts of discrimination, harassment or victimisation carried out during their employment, whether or not the employer is also liable.
- Any attempt to instruct, cause or induce another person to discriminate, harass or victimise a third person will also amount to unlawful discrimination and any employee caught doing so will be subject to disciplinary action.

Roles and Responsibilities

Everyone connected with the school community has a responsibility for: promoting the equalities agenda; fostering good relations between those with a protected characteristic and those without through our curriculum, School Values, Christian ethos and extra-curricular activities; promoting a whole school ethos and values that challenge prejudice based discriminatory language, attitudes and behaviour.

The role of governors

- To check that information is published on the school website to demonstrate how the school is complying with the Public Sector Equality Duty as required by The Equality Act 2010;
- To ensure that equality objectives are prepared, published and regularly reviewed;
- Delegate responsibility for the monitoring of objectives on a daily basis to the Headteacher.

The role of the head teacher

- To implement the school's Equality Plan supported by the governing body in doing so.
- To ensure that all staff are aware of the Equality Plan, and that teachers apply these guidelines fairly in all situations.
- To ensure that all appointments panels give due regard to this plan, so that no-one is discriminated against when it comes to employment or training opportunities.
- To promote the principle of equal opportunity when developing the curriculum, and promotes respect for other people and equal opportunities to participate in all aspects of school life.
- To treat all incidents of unfair treatment and any incidents of bullying or discrimination, including racist incidents, with due seriousness.

The role of the Member of staff responsible for Equalities

- To ensure the school complies with the relevant legislation in the Equality Act 2010
- To have due regard to the need to eliminate discrimination, harassment and victimisation whenever significant decisions are being made or policies reviewed/developed
- To prepare and publish on the school website an Equality Policy to demonstrate how the school is complying with the Public Sector Equality Duty
- To ensure all stakeholders have been informed of their responsibilities regarding the Public Sector Equality Duty and The Equality Act 2010
- To monitor and action issues reported at staff meetings
- To make sure the school's Equality Policy is followed by reviewing it annually
- To update and review the Equalities Objectives annually
- To brief staff on any updates

The role of the School Business Manager

- To ensure that staff recruitment is carried out without prejudice or discrimination
- To ensure and monitor equality of opportunity for all staff, including job advertisements, recruitment and selection, training and development, opportunities for promotion, conditions of service, pay and benefits, conduct at work, disciplinary and grievance procedures, and termination of employment
- To identify staff training needs through monitoring of training opportunities offered and to ensure staff receive equalities information on induction.

The role of all teaching and support staff

- To adhere to the policy and promote our aims and objectives with regard to equal opportunities
- To build positive relationships with all pupils and treat them equally, fairly and respectfully
- To challenge bullying, harassment, victimisation and discrimination and challenge stereotypes.
- To promote British Values, the School Vision and Values
- To promote equal opportunities for all children in planning, teaching and assessment
- To attend training sessions and identify training needs

The role of children in school

- To follow British Values and the School's Vision and Values
- To treat all others with respect
- To inform staff of any incidents of discrimination or bullying
- To work together to ensure that everyone experiences fairness and inclusion
- To use the School Council/Collective Worship Council to work together to promote issues of equality and inclusion

The role of visitors, supply teachers, parents/carers and contractors

- To support our commitment to equalities and comply with the duties set out in this policy