



The Chandler CofE (Aided) Junior School

Policy Number RHR-20

Equality Policy

1. Introduction

This Equality Policy for brings together all previous policies, schemes and action plans around equality, including those that we had previously for Race, Gender and Disability. It includes all the protected characteristics covered under the Equality Act 2010 as well as other aspects which have the potential to discriminate against or to devalue any individuals within our community.

The Equality Act 2010 harmonises and streamlines the legislation that has come before it. A protected characteristic under The Act refers covers the following groups:

- Age (for staff only)
- Disability
- Gender reassignment
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

The principle of The Act is to ensure those groups with protected characteristics are not discriminated against and are given equality of opportunity.

2. Our Aims and Objectives

- We do not discriminate against anyone, be they staff or pupil or parent, on the grounds of ethnicity, religion, attainment, age, disability, gender, sexual orientation or background.
- We promote the principle of fairness and justice for all through the education that we provide in our school. We recognise that doing this may entail treating some pupils differently.
- We seek to ensure that all pupils have equal access to the full range of educational opportunities provided by the school.
- We constantly strive to remove any kind of indirect discrimination that may form barriers to learning for some groups.
- We ensure that all recruitment, employment, promotion and training systems are fair to all, and provide opportunities for everyone.
- We challenge personal prejudice and stereotypical views whenever they occur.

- We value each pupil's worth, we celebrate the individuality and cultural diversity of the community centred on our school, and we show respect for all minority groups.
- We are aware that prejudice and stereotyping are caused by poor self-image and by ignorance. Through positive educational experiences, and support for each individual's legitimate point of view, we aim to promote positive social attitudes, and respect for all.

3. Our Equality Duties

At The Chandler we recognise and accept our duties as set out in the Equality Act 2010. The general duties are to:

- Eliminate discrimination, harassment and victimisation (see Appendix 1).
- Advance equality of opportunity.
- Foster good relations.

We recognise that there are similarities and differences between individuals and groups but we will strive to ensure that our differences do not become barriers to participation, access and learning and to create inclusive processes and practices, where the varying needs of individuals and groups are identified and met. We therefore cannot achieve equality for all by treating everyone the same. We are committed to giving all our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied experiences and needs. These opportunities are likely to include all or some of the following, depending on our current priorities.

- The engagement, participation and involvement of a broad and diverse range of children, young people, their parents and partner agencies.
- Preparation for entry to the school.
- School policies.
- Breaks and lunchtimes.
- The provision of school meals.
- Interaction with peers.
- Opportunities for assessment and accreditation.
- Exam arrangements.
- Behaviour management approach and sanctions.
- Exclusion procedures.
- School clubs, activities and school trips.
- The school's arrangements for working with other agencies.
- Preparation of pupils for the next phase of education.
- Learning and teaching and the planned curriculum.
- Classroom organisation.

- Timetabling.
- Grouping of pupils.
- Homework.
- Access to school facilities.
- Activities to enrich the curriculum.
- School sports.
- Employees' and staff welfare.

4. Public Sector Equality Duty (PSED)

The Public Sector Equality Duty requires schools to publish information about Equalities.

The information we publish and analyse must be clearly linked to the three aims (General Duties) of the Public Sector Equality Duty. (General Duties are the things that schools aim to achieve).

General Duties

The three aims of the Public Sector Equality Duty are to:

- Eliminate discrimination and other unlawful conduct that is prohibited by the Equality Act 2010.
- Advance equality of opportunity between people who share protected characteristics and people who do not share them.
- Foster good relations across all characteristics – between people who share protected characteristics and people who do not share them.

Specific Duties

The specific duties under the PSED regulations require schools to:

1. Publish information to demonstrate how they are complying with the PSED, see Appendix 2
2. Prepare and publish equality objectives, see Appendix 3.

5. Responding to and Reporting Incidents

We will record all incidents of discrimination and will use this information to identify trends and patterns, so that we have approaches in place to provide appropriate responses in terms of support for victims and their families, sanctions and support for perpetrators and their families and education for our children, young people and communities.

It should be clear to pupils and staff how they report incidents. Pupils should report incidents to staff and staff should either deal with and record them or report them to more senior staff. All staff should view dealing with incidents as vital to the well-being of the whole school.

6. Implementation, Monitoring and Reviewing

This policy was published on date of publication. It will be actively promoted and disseminated through:

- The School Website
- School Council
- Newsletter to parents

It is the responsibility of our governing body to monitor the effectiveness of this policy and to review it every two years, or earlier if it is considered necessary.

7. Breaches of the Policy

All breaches of the policy will be rigorously followed up using the appropriate procedures and reported to the Governing Body and LA as required.

Appendix 1

Definitions of Discrimination

Direct discrimination

By treating someone less favourably, because of a protected characteristic, than they would treat other people.

Indirect discrimination

When a 'provision, criterion or practice' is applied generally but has the effect of disadvantaging people with a particular protected characteristic.

Harassment

Unwanted conduct, related to a relevant protected characteristic, which has the purpose or effect of violating a person's dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for that person.

Victimisation

When a person is treated less favourably than they might otherwise have been, because of something they have done in connection with the Act (for example, making an allegation of discrimination, or supporting another person's complaint by giving evidence).

Tackling discrimination

Harassment on account of race, gender, disability or sexual orientation is unacceptable and is not tolerated within the school environment.

All staff are expected to deal with any discriminatory incidents that may occur. They are expected to know how to identify and challenge prejudice and stereotyping; and to support the full range of diverse needs according to a pupil's individual circumstances.

Racist and homophobic incidents and other incidents of harassment or bullying are dealt with by the member of staff present, escalating to the Headteacher where necessary. All incidents are reported to the Headteacher and racist incidents are reported to the governing body and local authority on a regular basis.

What is a Racist Incident?

A racist incident is defined by the Stephen Lawrence Inquiry Report (1999) as: 'any incident which is perceived to be racist by the victim or any other person'.

What is a Discriminatory Incident?

Harassment on grounds of race, gender, disability, sexual orientation or other factors such as socioeconomic status, can take many forms including verbal or physical abuse, name calling, exclusion from groups and games, unwanted looks or comments, jokes and graffiti.

Types of Discriminatory Incident (in person, in writing or by any electronic means)

- Physical assault against a person or group because of their colour, ethnicity, nationality, disability, sexual orientation or gender.
- Use of derogatory names, insults and jokes.
- Racist, sexist, homophobic or discriminatory graffiti.
- Provocative behaviour such as wearing racist, sexist, homophobic or discriminatory badges or insignia.
- Bringing discriminatory material into school.
- Verbal abuse and threats.
- Incitement of others to discriminate or bully due to victim's race, disability, gender or sexual orientation.
- Discriminatory comments in the course of discussion.
- Attempts to recruit others to discriminatory organisations and groups.
- Ridicule of an individual for difference e.g. food, music, religion, dress etc.
- Refusal to co-operate with other people on grounds of race, gender, disability or sexual orientation.

It is also unlawful to discriminate because of the sex, race, disability, religion or belief, sexual orientation or gender reassignment of another person with whom a pupil or member of staff is associated.

Appendix 2

How The Chandler is complying with the Public Sector Equality Duty (PSED)?

Race

At The Chandler we:

- Strive to eliminate all forms of racism and racial discrimination.
- Promote equality of opportunity.
- Promote good relations between people of different racial and ethnic groups.
- Believe it is the right of all pupils to receive the best education the school can provide, with access to all educational activities organised by the school. We do not tolerate any forms of racism or racist behaviour. Should a racist incident occur, we will deal with it in accordance with school and Local Authority procedures.
- Endeavour to make our school welcoming to all minority groups. Thus, for example, we will immediately remove any offensive graffiti that we may find in school. We promote an understanding of diverse cultures through the topics studied by the children, and we reflect this in the displays of work shown around the school.
- Ensure our curriculum reflects the attitudes, values and respect that we have for minority ethnic groups. So, for example, in the curriculum topic on religious festivals, the children learn the importance of Diwali to Hindus and Sikhs.

Disability

Under the Equality Act 2010 you are disabled if you have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities.

Some children in our school have disabilities. We are committed to:

- Meeting the needs of these children, as we are to meeting the needs of all within the school. The school fully meets the requirements of the amended Disability Discrimination Act that came into effect in 2005. All reasonable steps are taken to ensure that these children are not placed at a substantial disadvantage compared with non-disabled children.
- Providing an environment that allows disabled children full access to all areas of learning.
- Teachers modify teaching and learning as appropriate for children with disabilities. For example, they may give additional time to complete certain activities, or modify teaching materials, or offer alternative activities where children are unable to manipulate tools or equipment.
- Providing an environment that allows disabled staff, parents and visitors full access to the site's facilities.

Gender

There is a specific duty on schools to eliminate unlawful discrimination and harassment on the grounds of gender and to promote equality of opportunity between female and male pupils and between women and men and transgender people.

Under our general duty we will actively seek to:

- Eliminate unlawful discrimination and harassment on grounds of sex and gender reassignment.
- Oppose any discrimination against a woman because of her pregnancy and/or maternity leave.
- Promote equality between men and women.

Religion or Belief

The Equality Act 2010 defines 'religion' as being any religion and 'belief' as any philosophical belief. A lack of religion and lack of belief are also protected characteristics. It is unlawful to treat any pupil or staff less favourably than another person because of their religion or belief.

Pregnancy and Maternity

Protection for pupils from discrimination because of pregnancy or maternity in school is new under the Equality Act 2010. It is unlawful to treat a pupil less favourably due to a pregnancy or birth of a child.

Sexual Orientation

The Equality Act 2006 made provision for regulations to be introduced to extend protection against discrimination on grounds of religion or belief or sexual orientation. The Equality Act (Sexual Orientation) Regulations 2007 came into force on 30 April 2007, and they make discrimination unlawful in the area of goods, facilities and services on grounds of sexual orientation. For schools this means admissions, benefits and services for pupils and treatment of pupils.

Appendix 3

The Chandler's equality objectives

- To raise the awareness and skills of staff to promote fairness, equality and good relations in the context of their role.
- To provide an environment that welcomes, protects and respects diverse people.
- To ensure that all students are given the opportunity to make a positive contribution to the life of the school.
- To address cultural events through assemblies to increase student awareness and understanding of issues in different communities.
- To monitor and promote the involvement of all groups of students in the extra-curricular life of the school, including leadership opportunities.
- To close gaps in attainment and achievement between students and all groups of students; especially boys and girls, students eligible for free-school meals, students with special educational needs and disabilities, looked after children and students from different heritage groups.
- To further improve accessibility across the school for students, staff and visitors with disabilities, including access to specialist teaching areas.
- To reduce the incidence of the use of homophobic, sexist and racist language by students in the school

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