

# *The Partnership of Bildeston Primary and Whatfield CEVC Primary Schools*



## Equalities Policy



Author: **Head Teacher**

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Governor Committee Policy presented to:  
**Personnel Committee**

### Related Policies:

**Equalities Annual Information**  
**Equalities Action Plan**  
**Staff Induction & CPD**  
**Safeguarding**

## **Introduction**

This Equalities Policy provides a single overarching framework for our federation's approach to all equalities legislation, and for the following related individual documents and policies:

- PSHEe and Citizenship
- Religious Education
- Behaviour and Discipline
- Anti-Bullying
- Collective Worship
- Aims & Ethos
- Special Educational Needs
- Safeguarding Children

If you wish to read any of the above related policies please contact either of our school offices or check on our websites.

This document also describes how our federation will meet its statutory obligations to monitor report and publish the impact of equality policies on pupils, staff and parents, specifically on race and gender equality through the equality plan.

## **Statement of Principles**

Staff and Governors are committed to promote equality for all and will actively work to identify and remove any barriers which could lead to unequal outcomes solely on the basis of gender, race or disability. Together, we will work to ensure equality of access to opportunities and to celebrate and value diversity in our school communities and beyond.

Our commitment to equality underpins everything we do in our schools, and is delivered through every member of our school communities. Our commitment means that every pupil, staff member, parent, governor and visitor should feel safe, secure, valued and of equal worth, irrespective of their gender, ethnicity, religious belief/faith tradition, sexual orientation, age - or any other of the protected characteristics in the Single Equalities Act 2010.

This policy draws from existing school policies and from recommendations from the Governing Body Personnel Committee.

## **Monitoring and Review**

The head teacher is responsible for coordinating the monitoring and evaluation of this policy and plan, working with the personnel committee. Together they will:

- Providing updates on equalities legislation and making recommendations on any actions required by our federation to the Personnel Committee.
- Report on evidence that the policy commitments are being implemented

- Monitor the impact on pupils from different groups ( by gender, by ethnicity, by free school meals or any other protected characteristic group where there are sufficient children to ensure anonymity in reporting i.e. usually more than 5) in the following areas:
  - Pupil progress and attainment
  - Behaviour and discipline
  - Attendance
  - Admissions
  - Incidents of prejudice-related bullying and all bullying
  - Participation in extra-curricular activities

A report will be made annually to the Governing Body and made available on the school website.

### **Policy commitments**

Equality of opportunity underpins all our activity in school. This section headlines the commitments we make across key areas of school work.

#### ***Curriculum***

The curriculum prepares children for life in a diverse society, promoting the principles of fairness and justice for all:

- It uses opportunities to reflect the background and experience of pupils and families in the school where appropriate
- The curriculum promotes values and attitudes that celebrate and respect diversity
- Discriminatory language and behaviour will be challenged wherever it occurs.
- The curriculum will source and use images and materials which positively reflect a range of cultures, lifestyles and identities.

#### ***Achievement***

The school holds high expectations of all pupils regardless of their gender, ethnicity, social background or disability. To ensure that all pupils achieve to the best of their ability the school:

- Provides good positive role models when dealing with any issue relating to equality of opportunity
- Recognises the individual needs of children/ groups of children and use targeted intervention and support to narrow gaps in achievement
- Adopts a range of teaching methods to ensure effective learning takes place at all stages for all pupils
- Encourages and support pupils to engage fully with their own learning

#### ***Ethos and Culture***

The school embodies a positive and welcoming culture and ensures that all children in our care are supported to fulfil their potential, and the school is accessible to all.

- The leadership in our federation consistently demonstrates mutual respect between all members of the school communities
- All visitors to our schools are welcomed, and children are encouraged to treat them with friendliness and respect
- Reasonable adjustments will be made to ensure access to our schools for pupils, staff and visitors in terms of both physical access and access to information about our schools' activities.

### ***Staff Recruitment and Development***

Our federation ensures equality principles inform the recruitment process and all staff have access to relevant development and training.

- All posts are advertised to attract a wide pool of applicants
- All those involved in recruitment and selection are trained and fully understand the need to ensure equality of opportunity
- Access and take up of training and development is monitored on equalities measures
- Equalities policy and practice is included in all staff induction, including briefing for supply staff.

### ***Countering and Challenging Harassment and Bullying***

Our federation of schools will challenge stereotyping and prejudice whenever it occurs. We do not tolerate racism or racist behaviour.

- Our federation has an agreed procedure for dealing with prejudice related bullying incidents which are recorded and reported annually to the governors and the local authority.

### ***Roles and Responsibilities***

All members within our school communities have a responsibility to promote equality. The **Governing Body**, through the **Personnel Committee**, ensures that:

- Our federation complies with equalities legislation
- The policy is maintained and updated through a review every three years
- The actions are implemented and their impact reported
- The personnel committee will have an overview of any incidents which breach this policy and ensure appropriate action is taken, reporting to the whole Governing Body annually.

The **Head teacher and leadership team** will:

- Work with the governing body in providing leadership and role modelling of good practice in terms of equality
- Oversee the implementation of the equality objectives
- Ensure that all school community members are aware of and comply with our school's equality policy

- Ensure staff are aware of their responsibilities and given support and training
- Take prompt and appropriate action in response to any prejudice-related incidents

**All federation staff will:**

- Implement the policy and support the action plan as appropriate
- Deal with incidents of discrimination
- know how to identify and challenge bias and stereotyping
- ensure they do not discriminate on grounds of ethnicity and culture, gender or disability

As stated at the start of the document, **monitoring and reporting of impact** is the joint responsibility of the head teacher and the personnel committee.

## **EQUALITIES ANNUAL INFORMATION REPORT**

The report records actions and evidence which demonstrate how the policy statements are implemented. There are two sections:

- Section A evidence of how the policy commitments are delivered across the federation
- Section B Statistical report

This meets the Specific Duty schools have under the Equality Act to publish equality information annually and meet the General Duties of the Act to eliminate discrimination, advance equality of opportunity and foster good relations.

Both schools have prepared and published equality objectives, based on the evidence presented in the report and on on-going engagement with staff, parents, governors and the community. This will meet the second Specific Duty required of schools in the legislation.

### **Equality Act 2010: meeting the duty**

On 5 April 2011, the Public Sector Equality Duty (The Equality Duty) came into force. This Duty replaces the existing Race, Disability and Gender Equality Duties and applies to people/ groups with protected characteristics.

*Protected characteristics are:*

- Age (as an employer – not applicable to pupils)
- Disability
- Sex
- Gender reassignment
- Race
- Pregnancy and maternity
- Religion or belief

- Sexual orientation

The Duty has 3 *general duties* which are:

1. Elimination of unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act by removing or minimising disadvantages suffered by people due to their protected characteristics
2. Advance equality of opportunity between people who share a protected characteristic and those who do not by taking steps to meet the needs of groups where these differ.
3. Foster good relations between people who share a protected characteristic and those who do not

*Schools have two Specific Duties:*

1. To publish equality information annually to provide as complete a picture as possible of how the school meets the 3 General Duties through collection and analysis of information on school policy and practice
2. Prepare and publish equality objectives at least every four years.

Schools should engage with people in the school and local community to carry out these two duties.

### **Definitions of Discrimination**

*Direct discrimination:* when a person is treated less favorably than others in comparable circumstances because of their protected characteristic.

*Indirect discrimination:* when a provision or practice is applied equally to all, but has a different impact on a member/ group with protected characteristics which places them at a disadvantage.

*Victimisation:* treating a person less favorably because they have taken action in respect of discrimination

*Harassment:* unwanted conduct which violates a person's dignity or which creates an intimidating, hostile or offensive environment for them.

**Schools must review their practice** in relation to:

*Employment* – eliminating discrimination in selection practice and making reasonable adjustments for people with disabilities both in recruitment and employment practice including training.

*Pupils* – schools must not discriminate against children seeking admission, teaching, behaviour management, dress or appearance or in terms of conferment of benefits or services.

Previous separate duties to promote race, disability and gender equality are replaced by the single equalities duty in the Equality Act 2010 and **schools are permitted to**

**produce a single Equality Plan** instead of separate Race Equality Plan, Disability Equality Scheme and Gender Equality Scheme.