

# Equality Policy



## Oastlers Policy

<b>Approved by Governing Body On</b>	<b>October 2014</b>
<b>To be Reviewed On</b>	<b>October 2017</b>
<b>Signed on Behalf of the Governing Body</b>	<b>Cllr Lynne Smith</b>

# EQUALITY POLICY

## Legal duties

1. We welcome our duties under the Race Relations 1976 as amended by the Race Relations Amendment Act 2000; the Disability Discrimination Acts 1995 and 2005; and the Sex Discrimination Act 1975 as amended by the Equality Act 2006.
2. We welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.
3. We recognise that these four sets of duties are essential for achieving the five outcomes of the Every Child Matters framework, and that they reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.
4. Summaries of our legal obligations are provided in Appendix A.

## Guiding principles

5. In fulfilling the legal obligations referred to above and summarised in Appendix A, we are guided by seven principles.

### **Principle 1: All learners are of equal value**

We see all learners and potential learners as of equal value:

- whether or not they are disabled
- whatever their ethnicity, culture, religious affiliation, national origin or national status
- whichever their gender.

### **Principle 2: We recognise and respect diversity**

Treating people equally does not necessarily involve treating them all the same. Our policies, procedures and activities must not discriminate, but are differentiated, as appropriate, to take account of differences of life-experience, outlook and background, and in the kinds of barrier and disadvantage which people may face, in relation to:

- disability, so that reasonable adjustments are made
- ethnicity, so that different cultural backgrounds and experiences of prejudice are recognised
- gender, so that the different needs and experiences of girls and boys, women and men are recognised.

### **Principle 3: We foster positive attitudes and relationships, and a shared sense of cohesion and belonging**

We intend that our policies, procedures and activities should promote:

- positive attitudes towards disabled people, good relations between disabled and non-disabled people, and an absence of harassment of disabled people
- positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, religious affiliation, national origin or national status, and an absence of prejudice-related bullying and incidents

- mutual respect and good relations between boys and girls, women and men, and an absence of sexual harassment

#### **Principle 4: Staff recruitment, retention and development**

Policies and procedures should benefit all employees and potential employees, for example in recruitment and promotion, and in continuing professional development:

- whether or not they are disabled
- whatever their ethnicity, culture, religious affiliation, national origin or national status
- whichever their gender.

#### **Principle 5: We aim to reduce and remove inequalities and barriers that already exist**

In addition to avoiding or minimising possible negative impacts, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist between:

- disabled and non-disabled people
- people of different ethnic, cultural and religious backgrounds
- girls and boys, women and men.

#### **Principle 6: We consult widely**

People affected by a policy or activity should be consulted and involved in the design of new policies, and in the review of existing ones. We involve:

- disabled people as well as non-disabled
- people from a range of ethnic, cultural and religious backgrounds
- both women and men, and girls and boys.

#### **Principle 7: Society as a whole should benefit**

We intend that our policies and activities should benefit society as a whole, both locally and nationally, by fostering greater social cohesion, and greater participation in public life of:

- disabled people as well as non-disabled
- people of a wide range of ethnic, cultural and religious backgrounds
- both women and men, girls and boys.

#### **Action Plans**

6. We recognise that the actions resulting from a policy are what make a difference.

7. Each year we draw up an action plan within the framework of the overall school development plan, setting out the specific actions and projects we shall undertake to implement the principles in paragraph 5 above.

#### **The Curriculum**

9. We keep each curriculum subject or area under review in order to ensure that teaching and learning reflect the seven principles in paragraph 5 above.

## **Ethos and Organisation**

10. We ensure that the principles listed in paragraph 5 above apply also to the full range of our policies and practices, including those that are concerned with:

- learners' progress, attainment and assessment
- learners' personal development, welfare and well-being
- teaching styles and strategies
- admissions and attendance
- staff recruitment, retention and professional development
- care, guidance and support
- behaviour, discipline and exclusions
- working in partnership with parents, carers and guardians
- working with the wider community.

## **Addressing Prejudice and Prejudice-related Bullying**

11. The school is opposed to all forms of prejudice which stand in the way of fulfilling the legal duties referred to in paragraphs 1 and 2:

- prejudices around disability and special educational needs
- prejudices around racism and xenophobia, including those that are directed towards religious groups and communities, for example anti-Semitism and Islam phobia, and those that are directed against Travellers, refugees and people seeking asylum
- prejudices reflecting sexism and homophobia.

12. There is guidance in the staff handbook on how prejudice-related incidents should be identified, assessed, recorded and dealt with.

13. We take seriously our obligation to report regularly to the local authority about the numbers, types and seriousness of prejudice-related incidents at our school and how they were dealt with.

## **Roles and Responsibilities**

14. The governing body is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and strategies are implemented.

15. A member of the governing body has a watching brief regarding the implementation of this policy.

16. The Headteacher is responsible for implementing the policy; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination.

17. A senior member of staff has day-to-day responsibility for co-ordinating implementation of the policy.

18. All staff are expected to:

- promote an inclusive and collaborative ethos in their classroom
- deal with any prejudice-related incidents that may occur
- identify and challenge bias and stereotyping in the curriculum
- support learners in their class for whom English is an additional language
- keep up-to-date with equalities legislation relevant to their work.

## **Information and Resources**

19. We ensure that the content of this policy is known to all staff and governors and, as appropriate, to all learners and parents.

20. All staff and governors have access to a selection of resources which discuss and explain concepts of equality, diversity and community cohesion in appropriate detail.

## **Religious Observance**

21. We respect the religious beliefs and practice of all staff, learners and parents, and comply with reasonable requests relating to religious observance and practice.

## **Staff Development and Training**

22. We ensure that all staff, including support and administrative staff receives appropriate training and opportunities for professional development, both as individuals and as groups or teams.

## **Breaches of the Policy**

23. Breaches of this policy will be dealt with in the same ways that breaches of other school policies are dealt with, as determined by the Headteacher and governing body.

## **Monitoring and Evaluation**

24. We collect study and use quantitative and qualitative data relating to the implementation of this policy, and make adjustments as appropriate.

25. In particular we collect, analyse and use data relation to achievement, broken down as appropriate according to disabilities and special educational needs; ethnicity, culture, language, religious affiliation, national origin and national status; and gender.

26. To review good practice we make use of a range of auditing schedules.

## **Appendix A**

### **Summary of Legislative Requirements**

Oastlers School has developed this Equality Scheme to help us to meet our duties under the:  
Race Relations Act as amended 2000  
Disability Discrimination Act 2005  
Equality Act 2006  
Education and Inspections Act (EIA) 2006

A statutory duty has been placed on all school governing bodies to counteract the effects of institutional discrimination on the grounds of race, disability and gender. It applies to all aspects of the school community and relates equally to children and adults. The Education and Inspections Act (EIA) 2006 requires the governing bodies of maintained schools to promote community cohesion under a new duty which came into force in England from 1 September 2007. The duty identifies teaching, learning and the curriculum; equality and excellence and engagement and extended services as the three main areas where schools can contribute to community cohesion.

By placing an equality perspective in our policies and practices, we recognise that we are not thinking about people as a homogenous group but as distinct groups with differing needs, characteristics and behaviours.

The legal duties on race, disability and gender equality enables us to identify and tackle discrimination, to prevent harassment and to ensure equality of opportunity by taking a proactive approach to address key issues facing schools, for example around the achievement of boys from some backgrounds, achievement of disabled learners and the greater levels of exclusions of boys.

Our Equality Scheme sets out the overarching principles of our approach to meeting the general and specific requirements of the three public duties and in creating an inclusive whole school environment as well as meeting the duty to promote community cohesion on school governing bodies.

The actions setting out how we will put the Scheme into practice are set out in an Action Plan covering race, disability and gender.

### **Legal framework**

This Equality Scheme and its Actions Plan on race, disability and gender have been developed to help us to meet our duties under the:  
Race Relations Act as amended 2000  
Disability Discrimination Act 2005  
Equality Act 2006

In addition, the Equality Scheme and the Action Plan set out our approach for meeting the requirement on governing bodies of maintained schools of the duty to promote community cohesion as outlined in the Education and Inspections Act (EIA) 2006.

The Single Equality Scheme is a tool for schools to ensure that outcomes are improved for different racial groups, disabled persons and women and men as well as girls and boys which supports their contribution towards the promotion of community cohesion

Equality Act 2006 Disability Discrimination Act 1995, 2001, 2005 Race Relations Amendment Act 2000 Equality Scheme How the Equality Duties fit together Equality Duty Gender Equality Action Plan Disability Equality Action Plan Race Equality Action Plan