

# Equality Duty and Equality Objectives



## Oastlers Policy

Approved by Governing Body On	September 2017
To be Reviewed On	September 2018
Signed on Behalf of the Governing Body	Sue Mawson 

Oastlers School is an inclusive school where we focus on the physical and emotional well-being and progress of every child and where **all** members of our community are of equal worth.

We believe that the Equality Act 2010 provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people. It also ensures that we continue to tackle issues of disadvantage and underachievement of different groups.

We welcome the guidance provided by the Education and Inspections Act 2006 to promote community cohesion.

We recognise that these duties 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.

Oastlers is committed to promote disability, race and gender equality. We will also extend that commitment to ensure those of a different race, disability, religion, belief, gender or sexual orientation will be protected and promoted along with supporting staff

## **1, Our approach to equality is based on the following key principles:**

- A. **All learners are of equal value.** Whether or not they are disabled, whatever their ethnicity, culture, national origin or national status, whatever their gender and gender identity, whatever their religious or non-religious affiliation or faith background and whatever their sexual orientation.
- B. **We respect and value difference and understand that diversity is a strength.** We take account of differences and strive to remove barriers and disadvantages which people may face, in relation to disability, ethnicity, gender, religion, belief or faith and sexual orientation. We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.
- C. **We foster positive attitudes and relationships.** We actively promote positive attitudes and mutual respect between groups and communities different from each other.
- D. **We foster a shared sense of cohesion and belonging.** We want all members of our school community to feel a sense of belonging within the school and wider community and to feel that they are respected and able to participate fully in school life.
- E. **We observe good equalities practice for our staff.** 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.
- F. **We have the highest expectations of all our learners.** We expect that all learners can make good progress and achieve to their highest potential.
- G. **We consult and involve widely.** We engage with multiple groups, agencies and partners to ensure that those affected by the policy are consulted and supported to ensure their full participation in school life and activities.
- H. **We base our practice on evidence.** We maintain publish data showing our compliance with the public sector equality duty (PSED) as set out in clause 149 of the Equality Act 2010.

## 2. Our curriculum offer

Our curriculum offer and subject areas are constantly under review in order that learners can access it, benefit from it and make good progress. This may include adapting the offer in order to meet individual needs.

## 3. Principles of our offer

We ensure that the principles outlined in paragraph two above apply to all the schools full range of policies but specifically those concerning:

- Learner progress, attainment and achievement
- Learners personal development, welfare and well being
- Teaching, assessment and learning
- Admissions and attendance
- Staff recruitment, retention and continued professional development
- Care, guidance and support
- Behaviour and safety
- Exclusions
- Working with parents/carers and other responsible bodies
- Working with the wider community

## 4. Roles and responsibilities

**The Governing Body** - The schools governing body are fully committed to equality and will do all it can to be fully inclusive and supportive of all the school staff. It is committed to adhering to non-discriminatory approaches when people apply for jobs at the school, welcoming all applications. governors will take all reasonable steps to provide access to people with disabilities, striving to make the school as inclusive as possible for all those who work at the school. No employee will be discriminated against while working at Oastlers on account of any of the protected characteristics, identified by the equality Act 2010.

**The Headteacher** – will ensure the policy is fully implemented and is supported by the governing body in doing so. The headteacher will ensure the senior leadership team is fully updated with all aspects of the policy and ensuring the wider staff team are aware of the policy and receive training on it as necessary. The headteacher will ensure that interview panel will include at least one member who is fully trained in safer recruitment procedures and have an awareness of the Equality Policy to ensure no applicant is discriminated against during the recruitment process. Should the policy be breached in any way, the headteacher will view this as a serious incident and treat the breach with due regard.

**Senior Leadership Team** – will be responsible for ensuring the wider dissemination of the policy and ensure and support its implementation. Senior leaders will deal provide advice and support for all aspects of the policy and will deal with issues of breaches of the policy. Senior leaders will be responsible for the review of the policy.

**All staff** – will ensure that ALL members of the Oastlers Community are treated with respect, courtesy, fairly and equally. They will strive to promote positive images, based on race, gender and disability and challenge stereotypical attitudes or behaviours of any kind throughout the school and from any member of the school.

**Learners** – will be involved in the implementation of the policy and act in accordance with it, appropriate to age and ability. Learners will be actively encouraged to support the policy ethos and vision.

**Parents/Carers** – will have access to the policy through a range of media so they fully understand the schools commitment to it. They will be encouraged to support the policy and will be informed of any incidents related to the policy which may directly involve their child.

## **5. Statutory requirements**

Oastlers school welcomes its duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity, and that these duties reflect the international Human Rights standards reflected in the UN Convention of Human Rights of people with Disabilities, and the Human Rights Act 1989.

The Equality Act 2010 has brought together all the current discrimination laws into one and sets out the 'protected characteristics' that qualify for protect and discrimination. They are:

### ➤ **Age**

Oastlers school is opposed to any direct or indirect discrimination based on age

### ➤ **Disability**

Oastlers school is opposed to any discrimination against any person with a disability, based on assumptions of their ability to carry out th duties of the post to which they were appointed to in school.

All candidates with disabilities who meet essential criteria for a post will be interviewed.

Oastlers school will make reasonable adjustments to staff working conditions for any person with a disability where the adjustments are reasonably practicable.

### ➤ **Gender re-assignment**

Oastlers school is opposed to any form of discrimination towards any person who is proposing to undergo, undergoing or having undergone the process of gender reassignment.

### ➤ **Marriage and Civil Partnership**

Oastlers school is opposed to any discrimination to any employee who is married or in a civil partnership.

### ➤ **Pregnancy and Maternity**

Oastlers school is opposed to discriminating against any woman on the grounds of pregnancy and maternity, of which she is entitled.

### ➤ **Race**

Oastlers school is opposed to any direct or indirect discrimination against a person based on race, colour, nationality or ethic origin. There may be exceptional circumstances where it can be justified to appoint a person of a particular race or ethnic origin based on genuine reason. This situation would be highly unusual and exceptional and be agreed in advance.

### ➤ **Religion or Belief**

Oastlers school is opposed to any direct or indirect discrimination against a person based on religion or belief. This applies to any religion. It also includes lack of religion or when a person does not follow a religion at all.

### ➤ **Sex**

Oastlers school is opposed to any direct or indirect discrimination based on gender. However, there may be situations where special consideration needs to be given where a genuine occupational requirement may apply to justify the employment of a person of a specific gender. This would be unusual and exceptional.

➤ **Sexual Orientation**

Oastlers school is opposed to any discrimination against its employees based on perceived or actual sexual orientation. The Equality Act 2010 protects lesbian, bisexual, gay and transgender people.

➤ **Harassment or Bullying**

Oastlers school is opposed to any conduct that relates to violating a person's dignity or creates an intimidating, hostile, threatening, humiliating or offensive environment. Sanctions will be applied to those who breach this expectation.

Further, the school is opposed to any form of intimidating, hostile, threatening, humiliating or offensive behaviour towards staff through a third party. This too may result in disciplinary action.

## **6. Discrimination**

It is important to be clear about what the policy is referring to when it refers to discrimination in the context of this policy.

**Direct discrimination** – when someone is treated less favourably than another because they belong to a protected characteristic group or are thought to have protected characteristic. The discrimination is on the grounds of their belonging to a protected characteristic group.

**Discrimination by association** – concerns direct discrimination against a person because they associate with someone from the protected characteristic group.

**Perception discrimination** – concerns direct discrimination because an individual perceives or thinks the person has a protected characteristic, even if they do not actually possess that characteristic.

**Indirect discrimination** – can occur when there are rules or policies that do not take into account protected characteristics and result in disadvantaging those who do have protected characteristics.

Discrimination, harassment or victimisation extends beyond the working relationship and covers issues such as written references, written or oral.

Oastlers school will not discriminate against requests for religious observance but the employee does need to be aware that the law does not confer automatic rights to time off or be provided with facilities for religious observance. Employees need to refer to the schools Attendance Management Policy for guidance on leave of absence.

The school will strive to accommodate reasonable adjustments to working conditions, the working environment, recruitment processes and terms and conditions of employment to help overcome practical difficulties created by a particular disability.

Oastlers school will not treat any employee unfairly based on their membership of a trade union.

The overriding ethos of this policy is that members of Oastlers community will be treated with dignity and respect, irrespective of their age, disability, gender reassignment, marriage, civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

## **7. Recruitment**

School vacancies will be advertised either internally or externally unless there are exceptional reasons for not doing so.

Our process of recruitment is as follows:

- A job description will be available which describes the competencies of the post
- A job specification will be included (where applicable)
- From these documents a selection criteria will be drawn up
- Shortlisting will be carried out based on the selection criteria
- An interview panel with safer recruitment trained personnel will be organised for the interview process
- Selection for interview will be based entirely on the selection criteria
- Written records of the selection decision will be retained
- Reasonable adjustments will be made during the recruitment process where necessary to allow people with disabilities to compete for the appointment at the school

## **8. Proactive engagement**

Oastlers school recognises that by avoiding discrimination alone is not sufficient to be sure that equality exists in the school. We will take action to ensure that the ethos of the policy achieves its aims.

While the school will not discriminate in favour of people belonging to specific groups, (positive discrimination) it will take positive action to ensure our workforce is representative of the protected characteristic groups and support and enable those groups to compete for any positions in school on an equal basis.

We will do this by:

- Encourage applications for posts for specific groups that are underrepresented in the school
- Encourage people with disabilities to apply for posts in the school
- Be committed to interview people with disabilities who meet basic criteria for posts in school
- Encourage staff to join trade unions and associations

## **9. Staff training**

Oastlers staff will receive appropriate training on all aspects of this policy and will be provided with opportunities for continued professional development as either individuals or groups.

## **10. Breaches of the policy**

Breaches of this policy will be dealt with through the schools Disciplinary Policy.

## **11. Monitoring and review**

Staff will be invited to take part in surveys and reviews so that senior leaders can analyse data that identifies any issue of discrimination, harassment or victimisation to ensure that staff turnover does not reflect a disproportionate number of individuals from minority groups.

This policy will be reviewed annually.

## **12. Harassment, Bullying and Grievance Procedures**

Any employee who wishes to make a complaint or grievance should so using the schools Complaint Procedure Policy.