

Camrose Primary School with Nursery



Equality Policy

Status: Statutory

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Camrose Primary School Equality Policy

1. Introduction

This policy has been written in the light of the Equalities Act 2010. It combines and replaces all previous equality policies, such as the Gender Equality policy and the Race Equality and Cultural Diversity policy.

2. Statement of Intent

At Camrose Primary School, we value and celebrate the individuality of all our pupils and staff, and are committed to ensuring equality of education and to giving all our children every opportunity to achieve the highest standards.

3. Definitions

3.1. Protected Characteristics

The term 'Protected Characteristics' is used as a convenient way to refer to those categories to which the law applies (sex, race, disability, religion or belief, sexual orientation, gender reassignment, pregnancy or maternity).

3.2. Direct Discrimination

This occurs when one person treats another less favourably because of a protected characteristic – for example, if the school were to refuse to let a pupil be a prefect because of his ethnicity. It is also unlawful to discriminate because of another person with whom the pupil is associated – for example, the school must not refuse to admit a pupil because her parents sexual orientation.

3.3. Indirect Discrimination

This occurs when a provision, criterion or practice is applied generally but has the effect of putting people with a particular characteristic at a disadvantage – for example, holding a parents' evening on a Friday, which would have the effect of making it difficult for observant Jewish parents to attend.

3.4. Harassment

This is defined as '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'. An act which causes offence can be harassment whether intentional or unintentional.

3.5. Victimisation

This occurs when a person is treated less favourably because of something they have done in connection with the Act. It is unlawful to victimise a pupil because of something done by a parent or sibling – for example, a child must

not be made to suffer because a parent has made a complaint of sex discrimination against the school.

3.6. Parents

Where this policy refers to 'parents', this includes carers and those who have legal responsibility for a child.

4. The full range of school policies and practice

This policy is developed within, and supported by the broader framework of our school's policies, particularly those concerned with:

- Pupils' progress, attainment and assessment
- The content of the curriculum
- Behaviour, discipline and exclusions
- Inclusion (Special Educational Needs; English as an Additional Language)
- Teaching and learning
- Admissions and attendance
- Staff Recruitment and Professional Development
- Health and Safety
- Disciplinary Procedures and Code of Conduct
- Complaints Policy

5. Positive Action

We welcome the provisions within the Equality Act 2010 that allow the school to meet the particular needs of groups of pupils with particular protected characteristics. So, for example, it would not be unlawful to provide additional help to Asian boys in Key Stage 2, if our monitoring showed that this group was under performing.

6. Our Commitment

We welcome our duties under the Equality Act 2010 and we commit ourselves to work throughout the whole school community to:

- promote equality
- promote community cohesion, and
- eliminate any form of unlawful discrimination, harassment or victimisation based on an individual's
 - sex,
 - race,
 - disability,
 - religion or belief,
 - sexual orientation,
 - gender reassignment,
 - pregnancy or maternity.

We also recognise that there are other factors, such as socio-economics, that we as a school must be aware of in order ensure that no individual, or group of pupils, is unfairly discriminated against, whether or not they are protected by the Equality Act 2010. So, for example, it would be wrong to set homework that required internet access unless either all pupils have internet access out of school, or suitable provision is made in school so that all pupils have an equal opportunity to complete the required work.

We aim to reflect the multi-ethnic nature of our society and ensure that the education we offer fosters positive attitudes to all people and promotes community cohesion.

We believe:

- that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit Camrose Primary School.
- in creating an atmosphere where each member of the school community feels equally valued and secure and has equal access to the opportunities that the schools provide.
- that all pupils should be helped to develop a confident sense of personal and cultural identity, which is receptive and respectful towards others.
- that every pupil should develop the knowledge, understanding and skills that they need in order to participate in Britain's multi-ethnic society, and in the wider context of an interdependent world.

7. Roles and Responsibilities

7.1. The Governing Body

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. Along with the Local Authority the governing body is responsible for ensuring that no pupil or potential pupil is discriminated against, harassed or victimised:

- in relation to admissions,
- in the way that the school provides education for pupils,
- in the way that the school provides access to any benefit, facility or service, or
- by excluding a pupil or subjecting them to any other detriment.

7.2. The Governors and the Headteacher

The Governors and the Headteacher will:

- set targets to challenge all children to achieve to their potential,
- deploy resources effectively and efficiently to ensure that all children receive appropriate support,

- ensure that materials and displays reflect the diversity of society but avoid stereotyping,
- minimise the effect on pupils' learning of social and economic deprivation,
- celebrate diversity,
- plan the content and delivery of the curriculum taking into account the age, background, protected characteristics and SEN of pupils,
- prevent discrimination, harassment or victimisation on any basis, for both pupils and staff,
- ensure an inclusive approach to children with disabilities,
- ensure that staff understand what constitutes direct and indirect discrimination, harassment and victimisation,
- provide training in equality and anti-discrimination issues,
- provide information in home languages to inform parents and carers of issues affecting their children's education,
- ensure that the school environment is accessible to visitors and parents, and that events such as parents' evenings are held in parts of the school that are fully accessible,
- review recruitment and selection processes for potential discriminatory or unlawful practice, and promote equality within the workforce,
- ensure that official guidance (such as from the LA) on employment issues, including staff disciplinary and dismissal procedures, is followed.

7.3. The Headteacher

The Headteacher is responsible for implementing the policy and 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.

The Headteacher will inform the Governing Body about:

- arrangements at the school for the admission of pupils with disabilities,
- the steps to prevent those pupils being treated less favourably than other pupils,
- the facilities to assist access to the school by pupils with disabilities,
- incidents of discrimination, harassment and victimisation, involving pupils or staff.

The Headteacher will ensure that all incidents are recorded and reported to the LA as appropriate.

The Headteacher will report to the governing body, at least annually, and this report should include:

- the number of incidents reported each term,
- protected characteristics of victims and perpetrators,
- types of abuse,
- action taken,
- how training needs of all staff are met, and

- how the curriculum contributes to promoting community cohesion and addressing discrimination.

7.4. All Staff

All staff will:

- deal appropriately with all incidents of discrimination that may occur,
- know how to identify and challenge discrimination,
- incorporate principles of equality and diversity into all aspects of their work,
- encourage all pupils to participate in school life,
- ensure that the delivery of the curriculum is appropriate for the whole class,
- demonstrate and promote positive attitudes towards all people,
- challenge stereotypes in the classroom environment and in the playground,
- demonstrate respect for anyone and everyone, whether parents, pupils, colleagues, volunteers or visitors to the school,
- avoid any discriminatory behaviour.

If a member of staff feels that they are the subject of unfair treatment or discriminatory behaviour, then the school has the responsibility to investigate this and to protect and support staff.

7.5. The Whole School Community

All members of the school community are responsible for ensuring that they behave with respect towards all other members of the school community and that they do not encourage prejudice and discrimination.

8. Dealing with Incidents

Discrimination, harassment and victimisation can take many different forms, and may be intentional or unintentional. Examples include:

- unfair treatment,
- lack of access to services,
- verbal abuse and threats,
- offensive emails or text messages,
- comments made in discussion time,
- jokes,
- physical assault,
- damage to property,
- the refusal to work with others because of a protected characteristic.

It is therefore important that everyone linked with the school community is aware of attitudes and behaviour that are unacceptable at Camrose Primary School through training, assemblies, newsletters, circle time etc.

If anyone witnesses or hears about an incident that may be discrimination, harassment or victimisation then they should follow these steps.

8.1. Initial Response

- Treat the issue seriously.
- Respond immediately if possible, and within 10 days at most.
- Reinforce the school's position and rules on matters of equality.
- Focus on the perpetrator's behaviour rather than on the person.
- Support and affirm the victim.
- Empathise with pupils' feelings.

8.2. Investigation

- The Headteacher or Deputy Headteacher will lead the investigation.
- Listen to all parties and witnesses if possible.
- Address underlying issues as well as behaviour that made the incident one relating to equality. For example, a playground argument over ownership of a football may lead to a pupil making a racist comment – both issues need to be dealt with.
- Do not treat incidents as a case of simple bullying, but be able to explain why this is a racist incident (for example), if you judge it as such.

8.3. Further Response

- Inform key members of staff.
- Follow up with both the perpetrator(s) and victim(s).
- Address the perpetrator's behaviour and correct misconceptions.
- Reinforce the school's position.
- If appropriate it may be useful to bring the parties together and allow them to be a part of resolving the situation.
- Contact parents of all parties involved in an appropriate manner. This may be a meeting, a letter or a telephone call.

Please note that victims have the right to refer cases to the police if their parents so wish and all parties have a right to complain to the governing body if they feel the incident has not been appropriately handled by the head teachers.

8.4. When dealing with victims staff should:

- Listen attentively.
- Remain calm and reassuring.
- Accept the victim's language and terminology.
- Remember that to report an incident may need considerable courage.
- Acknowledge the feelings of the victim(s).
- Confirm that they were right to make the disclosure.
- Show they understand the difficulty of discussing the matter.
- Offer immediate support by reassuring the victim that the matter will be treated seriously and that a full investigation will take place.
- Ascertain whether or not the incident is part of a pattern – ask if the person has been the victim on previous occasions.

- Indicate that the information needs to be shared with others in authority in the school in order to stop further incidents.
- If the victim is adamant that they want no further action to be taken, the incident should nevertheless be recorded.

9. Incidents Involving Staff

9.1. Allegations made against a member of staff

An allegation made against any member of teaching or non-teaching staff, or other adult in the school is a serious matter, and it is the responsibility of the governing body to deal with it. If upheld, the allegation could lead to disciplinary action. Allegations should be raised by the pupil or his or her parents under the school's complaints procedures.

9.2. Allegations made by a member of staff

Where a member of staff is the victim, he or she will be offered appropriate support and may also wish to contact LA services. Staff should also contact their Trade Union for support.

10. Monitoring and Evaluation

At Camrose Primary School we make regular assessments of pupils' learning and use this information to track pupils' progress as they move through the school. As part of this process, we will monitor the performance of different groups, including each of the protected characteristics, to ensure that all groups of pupils are making the best possible progress.

If the data demonstrates that pupils with a particular protected characteristic are under performing, the new positive action provisions within the Equality Act 2010 do allow the school to target measures that are designed to alleviate disadvantages experienced by that particular group of pupils.

Therefore we use this information to adjust future teaching and learning plans, as necessary. Resources are also available to support groups of pupils where the information suggests that progress is not as good as it should be. The governing body will receive regular updates on pupil performance information.

The school's performance information is compared to national data and LA data, to ensure that pupils are making appropriate progress when compared to all schools, and to schools in similar circumstances.

Parents receive an annual questionnaire about the school which will include some questions about the success of our policies in promoting their involvement in their children's learning.

Our monitoring activities enable us to identify any differences in pupil performance. This allows us to take appropriate action to meet the needs of specific groups and to set targets in order to make the necessary improvements.

We will monitor the use of the playground and ensure that there is equality of opportunity in relation to its use.

We will monitor the children who are using our extended services and ensure that all children have equal opportunity to take advantage of these services.