

ST PETER IN THANET CE JUNIOR SCHOOL

EQUALITY POLICY

This single policy replaces separate policies the school has on race disability and gender to eliminate discrimination, advance equality of opportunity and foster good relations. It reflects the legal duties set out in the **Equality Act 2010** and **nonstatutory guidance** set out by the government in December 2011 and March 2012. Part One sets out the school's aims to promote equality of opportunity and comply with the Act; Part Two sets out the legal duties which are referred to in Part One.

PART 1

St Peter in Thanet CE Junior school aims to ensure that every pupil and teacher is given an equal opportunity to achieve their full potential. In addition, each individual is entitled to learn, teach or work in a supportive environment and to benefit from the diversity of our school community.

AIMS

1. St Peter's will take steps to advance equality of opportunity, foster good relations and eliminate discrimination or harassment across all the protected characteristics (age, race, gender reassignment, disability, marriage and civil partnership, religion and belief, pregnancy and maternity, gender, sexual orientation) within the school community
2. We will actively promote mutual respect for all staff and pupils, and expect everyone to treat others with dignity and respect.
3. We will help pupils understand and value the diversity that surrounds them and challenge prejudice and stereotyping.
4. We will regularly consider ways in which the curriculum is taught and will take reasonable steps to meet pupils' needs by using a variety of approaches and planning reasonable adjustments for disabled pupils, thus enabling all pupils to participate as fully as possible in all the activities of the school.
5. In planning the curriculum and resources, the school will take every opportunity to promote and advance equality.

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6. Staff will ensure the curriculum is accessible to all pupils with special educational needs and disabilities (SEND) or those for whom English is not their first language.
7. Bullying and Prejudice Related incidents will be carefully monitored and dealt with effectively. Regular training will be given to both existing and new staff to ensure that they are aware of the process for reporting and following up incidents of prejudice-related bullying.
8. We will seek the views of pupils, parents, advisory staff and visitors to the school, to ensure that the school environment is as safe and accessible as possible to all school users. The Accessibility Plan will be reviewed biennially.
9. We will ensure that all staff are aware of their legal duties under the Equality Act 2010, the different forms of discrimination and what 'reasonable adjustments' mean in practice.
10. The school will work with stakeholders, i.e. pupils, parents/carers, staff, the Church and relevant community groups to establish and share equality objectives. This Policy will be made available on the school's website.
11. The school values diversity amongst the staff and encourages those who are currently under-represented. We will ensure that all staff have equality of opportunity.

Part 2 – Legal Duties

Legislation relating to equality and discrimination is laid out in the Equality Act 2010. This legislation covers employment (work), the provision of services and public functions, and education.

Employers (schools) are liable for discriminatory acts of their employees if they did not take reasonable steps to prevent such acts. Employees can be liable for acts (where an employer took reasonable steps to prevent such acts).

The 'Protected Characteristics' within equality law are:

- Age
- Disability
- Gender reassignment
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- 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 the pupil is associated

‘Prohibited Conduct’ (acts that are unlawful):

- **Direct discrimination** - Less favourable treatment because of a protected characteristic.
- **Indirect discrimination** - A provision, criteria or practice that puts a person at a particular disadvantage and is not a proportionate means of achieving a legitimate aim
- **Harassment** - Conduct which has the purpose or effect of violating dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment. It includes harassment by a third party (e.g. customer or contractor) in the employment context.
- **Victimisation** - Subjecting a person to a detriment because of their involvement with proceedings (a complaint) brought in connection with this Act.
- **Discrimination arising from disability** - Treating someone unfavourably because of something connected with their disability (such as periods of absence from work or medical conditions) **and failure to make reasonable adjustments.**
- **Gender re-assignment discrimination** - Not allowing reasonable absence from work for the purpose of gender-reassignment in line with normal provision such as sick leave.
- **Pregnancy/maternity related discrimination** - Unfavourable treatment because of pregnancy or maternity. It includes unfavourable treatment of a woman or girl because she is breastfeeding.
- **Discrimination by association or perception** - For example, discriminating against someone because they “look gay”, or because they have a gay brother; discriminating against someone because they care for a disabled relative.

Public Sector Duties (applies to schools):

A school must, in the exercise of its functions, give due regard to the need to (in relation to protected characteristics above):

- Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited under the Equality Act 2010.
- Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it.
- Foster good relations between people who share a relevant protected characteristic and people who do not share it.

Having due regard to the need to advance equality of opportunity is defined further in the Equality Act 2010 as having due regard to the need to:

- Remove or minimise disadvantages
- Take steps to meet different needs
- Encourage participation when it is disproportionately low.

Accessibility

Schools are allowed to treat disabled pupils more favourably than non-disabled pupils, and in some cases are required to do so, by making reasonable adjustments to put them on a more level footing with pupils without disabilities

Schools are required to:

- Take reasonable steps to avoid disadvantage caused by a provision, criteria or practice or a physical feature that puts a disabled person at a substantial disadvantage compared to a non-disabled person. This involves removing or avoiding a physical feature, for example steps and lifts.
- Take reasonable steps to provide auxiliary aids/services.
- Provide information in an accessible format.
- Develop and implement (by allocating appropriate resources) Accessibility Plans which will
 - Increase disabled pupils' access to the school curriculum
 - Improve the physical environment
 - Improve provision of information.

The duty is an anticipatory and continuing one that schools owe to disabled pupils generally, regardless of whether the school knows that a particular pupil is disabled or whether the school currently has disabled pupils. The school will need to plan ahead for the reasonable adjustments that it may need to make.

Racial Discrimination

See attached Appendix 1

Responsibilities

Governing Body

- Ensure that the school complies with equality-related legislation.
- Ensure that the policy and its procedures are implemented by the Headteacher
- Ensure all other school policies promote equality.
- Give due regard to the Public Sector Equality Duty when making decisions.

Headteacher

- Implement the policy and its related procedures.
- Make all staff aware of their responsibilities and provide training as appropriate to enable them to effectively deliver this policy.
- Take appropriate action in any case of actual or potential discrimination.
- Ensure that all staff understand their duties regarding recruitment and providing reasonable adjustments to staff. It is unlawful for an employer to enquire about the health of an applicant for a job until a job offer has been made, unless the questions are specifically related to an intrinsic function of the work - for example ensuring that applicants for a PE teaching post have the physical capability to carry out the duties. Schools should no longer require job applicants to complete a generic health questionnaire. Neither should a school seek out past sickness records until they have made a job offer.
- Ensure that all staff and pupils are aware of the process for reporting and following up bullying and prejudice-related incidents.

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All staff

- Enact this policy, its commitments and procedures, and their responsibilities associated with this policy.
- Deal with bullying and discriminatory incidents, and know how to identify and challenge prejudice and stereotyping.
- Promote equality and good relations and not discriminate on any grounds.
- Attend such training and information opportunities as necessary to enact this policy and keep up to date with equality legislation.
- To be models of equal opportunities through their words and actions.

Pupils

- Refrain from engaging in discriminatory behaviour or any other behaviour that contravenes this policy.

Visitors (e.g. parent helpers, contractors)

- To be aware of, and comply with, the school's equality policy.
- To refrain from engaging in discriminatory behaviour (for example, racist language) on school premises.

Glossary

Equality: This is more clearly defined as equality of opportunity and outcome, rather than equality of treatment. This means treating people fairly and according to their needs as some people may need to be treated differently in order to achieve an equal outcome. Inclusive Making sure everyone can participate, whatever their background or circumstances.

Diversity: Recognising that we are all different. Diversity is an outcome of equality and inclusion.

Cohesion: People from different backgrounds getting on well together (good community relations). There is a shared vision and sense of purpose or belonging. Diversity is valued. Relationships are strong, supportive and sustainable. Cohesion is an outcome of equality and inclusion.

Community: From the school's perspective, the term "community" has a number of meanings:

- The school community – the students we serve, their families and the school's staff.
- The community within which the school is located – in its geographical community, and the people who live and/or work in that area.
- The community of Britain – all schools by definition are part of it.
- The global community – formed by European and international links.

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APPENDIX 1 RACIAL EQUALITY POLICY

St Peter in Thanet CE Junior School is committed to an inclusive ethos based on respect for, and celebration of, ethnic diversity. The school strives to prepare all pupils for living in a multi-cultural and multi-ethnic society. The school will strive to promote race equality in all dimensions of the school's life and community.

We will:

- Take positive action to eliminate racial discrimination and harassment
- Promote equality of opportunity for all members of the school community
- Promote good relations between people of different racial groups

Cultural and ethnic diversity will be valued in the curriculum, in the school workforce, the governing body, the parental body and the student body. We will ensure that the culture and ethos of the school places equal value on the diverse racial faith and ethnic groups, cultural and linguistic heritage represented in our society.

We acknowledge and value all ethnic and national groups represented in the school community, including Asylum Seekers, Refugees, Gypsies and other Travellers.

We recognise we live in a multi-cultural and multi faith community and we will strive to recruit a workforce to reflect this.

We endorse the recommendations of the Stephen Lawrence Inquiry Report.

We accept the definition of racism and institutional racism included in the Stephen Lawrence Inquiry Report:

Racism – Conduct or words that either advantages or disadvantages people on the basis of their colour, culture or ethnic origin.

Institutional racism – The collective failure of an organisation to provide an appropriate and professional service to people on the basis of their colour, culture, or ethnic origin. It can be seen or detected in processes, attitudes and behaviour which amount to discrimination through unwitting prejudice, ignorance, thoughtlessness and racist stereotyping which disadvantage minority ethnic people.

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We will ensure that all members of the school community will have the opportunity to improve their own understanding of race equality and understand their personal responsibility to promote race equality.

SCHOOL POLICIES

All school policies will have an explicit aim of promoting race equality and will be reviewed in terms of their contribution and effectiveness in achieving this aim.

CURRICULUM

St Peter in Thanet Junior School provides a broad and balanced curriculum for all pupils. The school accepts the three principles in the statutory inclusion statement for the National Curriculum:

- Setting suitable learning challenges for all pupils
- Responding to pupils' diverse learning needs
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils

We recognise that citizenship presents opportunities for encouraging respect for diversity.

Our curriculum co-ordinators are responsible for ensuring their subject programmes/schemes of work raise awareness of multi-cultural issues and challenge stereotypical views of different racial groups and nomadic communities. In the purchase of resources, our curriculum co-ordinators will ensure that materials reflect and celebrate ethnic and cultural diversity.

TEACHING AND LEARNING

St Peter in Thanet CE Junior School strives to ensure that teaching and learning styles include and raise achievement of all pupils.

We will ensure that methods of assessment are culturally neutral and do not disadvantage pupils for whom English is an additional language.

We will ensure that setting and grouping arrangements raise achievement of all pupils and do not reinforce negative stereotypes or lower the self-esteem of pupils.

Teachers will seek opportunities to introduce activities that demonstrate the value of other cultures and encourage children to discuss race equality.

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COMMUNITY CONSULTATION AND PARTNERSHIP

St Peter in Thanet CE Junior School is committed to working in partnership with local minority ethnic community groups and promoting racial harmony.

We will be pro-active in encouraging representation on the school governing body to ensure it reflects the ethnic profile of our school population and the community.

We will welcome minority ethnic community and faith groups by inviting them to join in the celebration of cultural and religious festivals in our school.

We will be pro-active in recruiting community volunteers to ensure the school's volunteer profile reflects the ethnic profile of the school population and the community.

We will take positive action to ensure that communication is accessible to all.

We will ensure that all community groups using the school building are aware of our Race Equality Policy.

RACIAL INCIDENTS

St Peter in Thanet CE Junior School will not tolerate any form of racial harassment or abuse.

We accept the definition of a racial incident as included in the recommendations of the enquiry into the death of Stephen Lawrence:

Racist Incident – A racist incident is any incident that is perceived to be racist by the victim or any other person.

ETHNIC MONITORING

St Peter in Thanet CE School will ensure that ethnic monitoring of the pupil population and the workforce is undertaken positively to ensure equality of opportunity and high achievement for all groups.

The Headteacher will ensure that all staff involved in recruitment, staff development and admissions receive appropriate training and understand the process and rationale for collecting data on Ethnicity.

The Headteacher will ensure that data on the ethnic profile of the school is used to monitor the impact of policies on pupils, staff and parents from different racial groups.

MONITORING AND REVIEW

Monitoring and review of all policies will inform the development of the Race Equality Policy for the school. St Peter in Thanet CE Junior School is committed to monitoring by racial group:

- Admissions
- Attainment in all curriculum areas
- Key stage 4 option choices
- Attendance
- Racist Incidents and Action Taken
- Selection and recruitment of staff
- Staff development
- Exclusions
- Awards and rewards
- Disciplinary sanctions
- Participation in extra-curricular activities
- Attendance at parental consultations
- Governing body representation and retention

Headteacher will assign responsibilities to staff for each area.

Service Managers and curriculum co-ordinators will use the questions provided by the CRE in the Statutory Code as a focus for evaluating policies.

REVIEW OF THE RACE EQUALITY POLICY

The Race Equality Policy forms part of the school's Equality Policy and will be reviewed biennially

RESPONSIBILITY

It is the responsibility of all members of the school community to:

- Promote race equality and supports the implementation of the Race Equality Policy including the Racial Incidents Reporting Procedure
- Behave in a manner which respects and values cultural and linguistic diversity
- Challenge and eliminate racial discrimination, racial harassment and racial abuse.