



# Equality Policy

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# Equality Policy

**Headteacher:** Ms K Allen

**Chair of Governors:** Mr A Rea

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## 1. Vision and Values

We believe that at Rosehill Methodist Primary Academy we should provide a caring, positive, safe and stimulating environment that promotes the social, physical and moral development of the individual child. Our academy makes all members of our academy community feel welcome irrespective of race, colour, creed or impairment. Our vision and values promote equality and tackle discrimination.

We recognise the importance of providing an environment within our setting that will help children feel safe and respected. We recognise the importance of enabling children to talk openly and feel confident that they will be listened to.

We recognise that all adults within academy including permanent and temporary staff, volunteers and governors, have a full and active part to play in educating our pupils so they can all reach their full potential and become valued members of the community

### **All learners are of equal value**

We see all learners and potential learners and their parents and carers as of equal value:

- Whether or not they have a disability
- 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
- Whatever their sexual identity
- Whatever their physical appearance

## **We recognise and respect difference**

Treating people equally does not necessarily involve treating them all the same. Our policies, procedures and activities must not discriminate but must nevertheless take account of difference 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 people of different gender identities are recognised
- Religion, belief or faith background
- Sexual identity

## **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 people with a disability, foster good relationships and ensure no discrimination or harassment takes
- 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 people of different gender identities and an absence of sexual and homophobic assessment

## **We observe good equalities practice in staff recruitment, retention and development**

We ensure that 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
- Whatever their gender and sexual identify and with full respect for legal rights relating to pregnancy and maternity

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

In addition to avoiding or minimising possible negative impacts of our policies, 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
- People of different gender identities

**We consult and involve widely**

We engage with a range of groups and individuals to ensure that those who are affected by a policy or activity are consulted and involved in the design of new policies and in the review of existing ones. We consult and involve:

- Disabled people as well as non-disabled
- People from range of ethnic, cultural and religious backgrounds
- People of different gender identities
- People of different sexual identities

**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
- People of different gender identities
- People of different sexual identities

**2. Context**

Rosehill Methodist Primary Academy is a larger than average two form entry Primary with 451 children on role. We have a 52 place nursery where children attend for a morning or afternoon with some provision for full days.

The school was judged to be Good by OFSTED in May 2015 and OUTSTANDING by SIAMS Church in section June 2017

The academy buildings are all on ground level. There are two accessible toilets with showers on the premises.

The building is well maintained and all areas and classrooms have disabled access.

<b>Characteristic</b>	<b>Total</b>	Number of staff/children etc
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Number of pupils	451	209 Female 226 Male
Number of staff	72	67 Female 5 Male (including midday, cleaners, office staff, TA, teachers)
Number of governors	14	8 Female 6 Male
Number of staff from other ethnic background	0	
Mobility of school population		Around National average
Pupils eligible for FSM	119	
Deprivation factor	0.35	Top 20% on deprivation indicator
Disabled staff		
Disabled pupils (SEN/LDD)	65	Show with statements/school action/school action plus
Disabled pupils (no SEN)	0	
Pupils who speak English as an additional language	68	
Average attendance rate	93.6	U
Significant partnerships, extended provision, etc.		Extended provision 7.30 – 6.00pm daily

Our academy is committed to meeting its public sector statutory duties as detailed below. We understand that the duties apply to service delivery and employment and staff management as well as policy development and implementation.

### 3. Legal Background

#### Public Sector Equality Duties

We are committed to meeting the public sector equality duties (PSED)

The Equality Act 2010 protects pupils and staff from discrimination and harassment based on protected characteristics. The protected characteristics for school provision are:

- Age (for staff only)
- Disability
- Ethnicity and race
- Gender (sex)
- Gender identity and reassignment
- Pregnancy, maternity and breast feeding (staff only)
- Religion and belief
- Sexual orientation
- Marriage and civil partnership (for staff only)

At Rosehill Methodist Primary Academy we implement accessibility plans which are aimed at:

- Increasing the extent to which disabled pupils can participate in the curriculum
- Improving the physical environment to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improving the availability of accessible information to disabled pupils

## **General duties**

### **Disability general duty** – *Disability Discrimination Act 2005*

We have a statutory duty to carry out our functions with due regard to the need to:

- promote equality of opportunity
- eliminate unlawful discrimination
- eliminate disability-related harassment
- promote positive attitudes towards disabled people
- encourage disabled people's participation in public life
- take steps to take into account people's disabilities

### **Gender general duty** – *Sex Discrimination Act as amended by the Equality Act 2006*

We have a statutory duty to promote gender equality with due regard to the need to:

- eliminate unlawful sex discrimination; and
- promote equality of opportunity and good relations between people of different gender

### **Race general duty** – *Race Relations Amendment Act 2000*

We have a statutory duty to promote race equality with due regard to the need to:

- eliminate unlawful discrimination
- promote equality of opportunity; and
- promote good relations between people of different racial groups

### **Community cohesion duty** – *Education and Inspections Act 2006*

In addition to addressing the duties outlined above, our academy is committed to taking action on other equality strands (e.g. religion and belief, 'vulnerable' children) and we will also work hard to meet the duty to promote community cohesion. We will increase our focus on helping children and young people to learn to understand others, to value diversity whilst also promoting shared values, to promote awareness of human rights and to apply and defend them, and to develop the skills of participation and responsible action. We are committed to following DfES guidance in providing:

- teaching and curriculum provision that supports high standards of attainment, promotes common values, and builds pupils' understanding of the diversity that surrounds them
- lessons across the curriculum that promote common values and help pupils to value differences and challenge prejudice and stereotyping
- a programme of curriculum-based activities whereby pupils' understanding of community and diversity is enriched through fieldwork, visits and meetings with members of different communities
- support for pupils for whom English is an additional language to enable them to achieve at the highest possible level in English

### **Specific duties: disability, gender and race**

The specific duties ask academies to prepare and publish their policies and plans for meeting the general duties. All the specific duties have informed the production of our equality scheme. Section 4 (Roles and Responsibilities) details the involvement of all staff in the implementation of the scheme.

Action relevant to disability, gender, race, community cohesion and other diversity strands is specifically identified in the Action Plan.

Our academy equality scheme will be published on our website.

## **4. Roles and Responsibilities**

The Board of Governors, supported by the Headteacher and staff, is responsible for ensuring the implementation of this scheme.

### **Commitment to implementation**

The Head Teacher retains overall responsibility for ensuring that the policy is delivered effectively.

Every 12 months there will be a report on equality and diversity to the Community Committee of the Governing Body.

All staff are responsible for delivering the scheme both as employees and as it relates to their area of work.

<b>Responsibility for</b>	<b>Key person</b>
Single equality scheme	<i>K Allen ( Head Teacher)</i>
Disability equality (including bullying incidents)	<i>Pastoral support Team</i>
SEND (including bullying incidents)	<i>Mrs Goodwin (SENDCO)</i>
Children Looked After	<i>Mr Whiting ( Named Person for LAC )</i>
Safeguarding & Vulnerable children	<i>Mr Whiting (Designated Safe Guarding lead)</i>
Accessibility	<i>Resources Committee</i>
Gender equality (including bullying incidents)	<i>Pastoral Support Team/SLT</i>
Race equality (including racist incidents)	<i>Pastoral support Team/SLT</i>
Equality and diversity in curriculum content	<i>All teaching staff</i>
Equality and diversity in pupil achievement	<i>All teaching staff</i>
Equality and diversity – behaviour and exclusions	<i>All teaching staff</i>
Participation in all aspects of school life	<i>All staff</i>
Policy review	<i>Governors</i>

### **Commitment to review**

The academy equality scheme will be aligned with the School Development Plan and Premises / Accessibility Plan. Its implementation will be monitored within the academy's self-evaluation and other review processes as well as being updated at least annually. Following this regular impact assessment, the whole equality scheme will be reviewed at least every four years.

### **Commitment to publish**

We are committed to sharing information about our equality scheme as broadly as appropriate. To this end, we will publish a summary document, plus an annual update consisting of impact



assessment results, progress made, refinements, amendments and new actions. We will also publish the results of a full scheme review every four years – in which we will make proposals for future action.

## **Commitment to action**

### **Governors will:**

- |                       |  |
|-----------------------|--|
| Policy Development    | <ul style="list-style-type: none"><li>• Provide leadership and drive for the development and regular review of the academy's equality and other policies</li></ul>   |
| Policy Implementation | <ul style="list-style-type: none"><li>• Provide leadership and ensure the accountability of the Headteacher and senior staff for the communication and implementation of academy policies</li><li>• Highlight good practice and promote it throughout the academy and wider community</li></ul>                                      |
| Behaviour             | <ul style="list-style-type: none"><li>• Provide appropriate role models for all managers, staff and pupils</li><li>• Congratulate examples of good practice from the academy and among individual managers, staff and pupils</li><li>• Ensure a consistent response to incidents, e.g. bullying cases and racist incidents</li></ul> |

### **Headteachers and senior staff will:**

- |                       |  |
|-----------------------|--|
| Policy Development    | <ul style="list-style-type: none"><li>• Initiate and oversee the development and regular review of equality policies and procedures</li><li>• Consult pupils, staff and stakeholders in the development and review of the policies</li></ul>   |
| Policy Implementation | <ul style="list-style-type: none"><li>• Ensure the effective communication of the policies to all pupils, staff and stakeholders</li><li>• Ensure that managers and staff are trained as necessary to carry out the policies</li><li>• Oversee the effective implementation of the policies</li><li>• Hold line managers accountable for effective policy implementation</li></ul> |
| Behaviour             | <ul style="list-style-type: none"><li>• Provide appropriate role models for all managers, staff and pupils</li><li>• Highlight good practice from departments, individual managers, staff and pupils</li><li>• Provide mechanisms for the sharing of good practice</li></ul>   |

- Ensure a consistent response to incidents, e.g. bullying cases and racist incidents
- Public Sector Duties
- Ensure that the academy carries out its statutory duties effectively

**Head Teacher and SLT will:**

- Policy Development
- Respond to consultation requests by creating opportunities for pupils and staff to share their comments, suggestions and feedback, ensuring that all voices are heard
- Policy Implementation
- Implement the academy's equality scheme, holding staff accountable for their behaviour and providing support and guidance as necessary
  - Be accountable for the behaviour of the staff team, individual members of staff and pupils
  - Use informal and formal procedures as necessary to deal with 'difficult' situations
- Behaviour
- Behave in accordance with the academy's policies, leading by example
  - Respond appropriately to the behaviour of pupils and staff, as a whole, and individuals (praising/challenging as necessary)
- Public Sector Duties
- Contribute to managing the implementation of the academy's equality scheme

**All staff: teaching and non-teaching will:**

- Policy Development
- Contribute to consultations and reviews
  - Raise issues with line managers which could contribute to policy review and development
- Policy Implementation
- Maintain awareness of the academy's current equality policy and procedures
  - Implement the policy as it applies to staff and pupils
- Behaviour
- Behave with respect and fairness to all colleagues and pupils, carrying out the letter and spirit of the academy's equality scheme
  - Provide a consistent response to incidents, e.g. bullying cases and racist incidents
- Public Sector Duties
- Contribute to the implementation of the academy's equality scheme

## **5. Impact Assessment**

All academy policies will be equality impact assessed with regard to disability, gender and race at the time of review and issues arising will be carried forward into the equality action plan. Additionally, in Section 4 (Roles and responsibilities) of our equality scheme a detailed table can be found showing staff responsibilities for gathering and monitoring data on an ongoing basis. A full report of outcomes will be sent to the governors each Autumn term.