



Basildon CE Primary School

Equality Policy

Created: October 2015
Reviewed: Autumn 2019
Next Review: October 2021
Author: Pam Slingsby, SBM

STATEMENT

Basildon C.E. Primary School is committed to a policy of equality, inclusion and accessibility in the education of all pupils and its engagement with all stakeholders, and in the employment opportunities afforded to existing and future employees.

Basildon C.E. Primary School fully recognises the diversity of cultural, religious and individual abilities of its pupils, stakeholders and employees, and is active in ensuring that any potential sources of discrimination are addressed in both the physical attributes of the buildings it uses and in the management practices and procedures it adopts.

1. Introduction

At Basildon C.E. Primary School, we undertake our duty to act on all opportunities to promote lasting community cohesion and welcome our obligations under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations within our immediate and wider school community.

In accordance with the aims and ethos of Basildon C.E. Primary School we will:

- respect the equal human rights of all our pupils and to educate them about equality
- respect the equal rights of our staff and other members of the school community
- comply with relevant legislation and implement school plans in relation to race equality, disability equality and gender equality.

2. Purpose

The purpose of this policy is to set out Basildon C.E. Primary School and West Berkshire Council's commitment to equality. This policy provides a broad statement of the Council's expectations and responsibilities in relation to equality, and is a reflection of our requirements under current equalities legislation.

3. Applicability

This Policy applies to all key stakeholders learning, working and volunteering within Basildon C.E. Primary School.

4. Roles and Responsibilities

The governors are responsible for:

- ensuring the school complies with the relevant equality legislation and for ensuring that the school Equality Statement and its procedures are followed.

The Headteacher is responsible for:

- ensuring the school Equality Statement and its procedures are followed;
- ensuring the race, disability and gender equality plans are readily available and that the governors, staff, pupils, their parents and guardians and volunteers know about them;
- producing regular information for staff and governors about the plans and how they are working;
- making sure all staff know their responsibilities and receive training and support in carrying these out;
- taking appropriate action in cases of harassment and discrimination, including racist bullying, homophobic bullying and bullying related to gender or disability.
- dealing with reports of hate-incidents

All senior leaders are responsible for:

- dealing with racist, homophobic and other hate-incidents;
- being able to recognise and tackle bias and stereotyping;
- promoting equal opportunities and good race relations;
- avoiding discrimination against anyone for reasons of ethnicity, disability or gender
- keeping up to date with the law on discrimination;
- identifying and taking up training and learning opportunities.

All staff are responsible for:

- dealing with racist, homophobic and other hate-incidents appropriately;
- being able to recognise and tackle bias and stereotyping;
- promoting equal opportunities and good race relations;
- avoiding discrimination against anyone for reasons of ethnicity, disability or gender
- keeping up to date with the law on discrimination;
- taking up training and learning opportunities offered.

Employees are expected to:

- treat customers and colleagues fairly and with respect;
- promote equality of opportunity within the Council, and externally with customers, communities and partners;
- take into consideration the impact on service users, and consult effectively with them when designing new policies or services;
- familiarise themselves with this policy and acting in accordance with it.

All visitors and contractors will be expected to comply and follow our Equality Scheme.

5. Policy

West Berkshire Council recognises that the needs of our service users and employees are diverse and that we must consider these differences when developing our activities. We understand that one size does not fit all, and we strive to develop services and practices that will be suitable for all.

We are committed to ensuring that equality and diversity lie at the heart of our services and employment practices and will work to remove the barriers that limit access and opportunity. We welcome and embrace the strength and resilience that diversity brings to the district.

We endeavour to treat our service users, employees, and contractors with respect and dignity and according to the framework set out in legislation. We will ensure that no one is treated less fairly on the

grounds of age, disability, gender, gender identity, race, religion, belief, sexual orientation, or on any other grounds, as set out in legislation, which cannot be justified.

In order to meet our aims, West Berkshire Council will:

- ensure a continuing strategic lead for equalities supported by appropriate policies and guidance;
- have regard to our obligations under relevant legislation, including the requirement to duly consider people from all communities in the formation of our policies and services;
- promote equality and good relations between people who share a relevant protected characteristic and people who do not share it;
- promote an environment free from discrimination, bullying and harassment, and tackle behaviour in contravention of this;
- recognise and value the differences and individual contribution that people make;
- treat our customers, colleagues and partners fairly and with respect

6. Failure to comply with the Equality Policy

Job applicants and service users who feel they have been subject to unfair discrimination can make a complaint under the Council's Complaints Procedure.

Employees who feel they have been subject to unfair discrimination can raise the issue informally with their line manager, or formally under the terms of the school's adopted Grievance Procedure.

Employees who are alleged to have committed an act of unfair discrimination may be liable to disciplinary action in accordance with the school's adopted Disciplinary Procedure.

Any individual or organisation working for the Council who commits an act of unjustified or unlawful discrimination, or allows discrimination to occur without taking appropriate action, may have their contract terminated.

Anyone to whom this policy applies, who commits an act of unjustified or unlawful discrimination, or allows discrimination to occur without taking appropriate action, may also be liable to a claim being brought against them by the victim in the Civil Court.

7. Review

This policy will be reviewed to respond to any changes and at least every 2 years.

RACE EQUALITY SCHEME

1. Introduction

Members of this school are drawn from the wider community in which racism may exist. We operate as an inclusive organisation recognising and embracing differences. We are a school that celebrates ethnic, linguistic, and religious diversity.

Basildon C.E. Primary School provides an education for all, acknowledging that the society we are part of is enriched by ethnic diversity, culture and faith of its citizens. The curriculum encourages schools to prepare for life in a world where they will meet, live and work with many different people.

2. Aims

Therefore, this school:

- is opposed to all forms of racism which seek to disadvantage persons on the grounds of colour, culture or ethnic origin;

- will continue to re-appraise and develop its organisation and curriculum in order to create an ethos that meets the needs of all its pupils and so provide the best possible environment in which they may achieve their full potential;
- will not tolerate racist behaviour such as name calling, stereotyping of all ethnic groups, insulting remarks, offensive graffiti, and undue pressure on individuals and bullying. It will not use literature that is racially biased, nor will it allow the distribution of racist literature or pamphlets or permit the wearing of racially offensive symbols;
- will take immediate action against racist offences. Those responsible will be made aware of the schools opposition to racism and reasons will be given. Sanctions will be applied as judged appropriate according to the circumstances and having in mind a positive outcome;
- will be aware of the need to publicise its Race Equality Scheme. It will keep under review and maintain a system of monitoring their effectiveness.

3. Responsibilities

The governing body will ensure that the school complies with the duty under the Race Relations (Amendment) Act and that its policies and related strategies and procedures are implemented.

The Headteacher

- will be responsible for the implementation of the policy and ensuring all staff are aware of their responsibilities and given training and support.
- will be given specific responsibility for co-ordinating racial equality across the school and for dealing with specific racist incidents.

All staff will be responsible for dealing with racist incidents, challenging racial bias and stereotyping, promoting equality and keeping up to date with race relations legislation by attending training.

Visitors will be made aware of their responsibility to comply with the school's policy.

4. Breaches of the policy

These will be dealt with, in the first instance by the Headteacher and referred to the Governing Body. Please refer to the Staff Discipline Policy.

5. Policy, planning, review

Ethnic monitoring data will be used to monitor the attainment and progress of pupils by racial group and set targets as part of strategic plans. Information will be shared with the school community in the newsletters from the Governing Body.

DISABILITY EQUALITY SCHEME

1. Introduction

The Disability Discrimination Act (2005) lays on schools, amongst other public sector bodies, a "Disability Equality Duty" requiring them to take a more proactive approach to promoting disability equality by:

- eliminating discrimination,
- eliminating harassment related to a disability,
- promoting equality of opportunity between disabled people and other people,
- promoting positive attitudes towards disabled people,
- encouraging participation by disabled people in public life,
- taking steps to take account of disabled people's disabilities even where that involves treating disabled people more favourably than other people

This Scheme outlines the approach our school takes in its discharge of this duty.

2. Definition

The Act defines a disabled person as someone who has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

In this context “substantial” means neither minor nor trivial, “long-term” means that the effect of the impairment has lasted or is likely to last for at least 12 months, “normal day-to-day activities” include everyday things like eating, washing, walking and going shopping. A normal day-to-day activity must affect one of the 'capacities' listed in the Act which include mobility, manual dexterity, speech, hearing, seeing and memory.

A “disabled person” could be a pupil, member of staff, a parent or carer, or any other user of the school.

3. Statement of principle

Basildon C.E. Primary School will not discriminate against disabled persons. We will be empathetic and caring in our dealings with such persons; we will give them favourable treatment if appropriate, without being patronising.

In particular, we will endeavour to develop these characteristics in our pupils as part of our strategic aim for their personal development.

We will take all reasonable steps to accommodate the needs of disabled persons, but as we are a small school with limited resources there will be physical limitations to our ability to do so in some cases, particularly in the short-term.

4. Responsibility for the scheme

The Governing Body of Basildon C.E. Primary School has the responsibility for ensuring that the efficacy of the Scheme is monitored and the Scheme itself is reviewed annually and kept current.

5. Gathering evidence

In order to understand the needs of the disabled persons in our community and the efficacy of our Scheme we will:

- identify those persons who are disabled at the inception of the scheme, those who develop a disability whilst part of our community, and disabled newcomers,
- understand their individual needs,
- assess the degree to which our facilities meet their needs,
- monitor (in the case of pupils) the degree to which they are able to participate in the normal activities of the school,
- monitor (in the case of pupils) the degree to which they are able to achieve their full potential,
- and be on the lookout for instances of harassment or bullying.

Given the size of our school and its “family” atmosphere we have determined that an ongoing formal evidence-gathering process would be overkill. **Governors** and **members of the teaching staff** will therefore gather the above evidence in the normal course of their duties. It is the task of the **Governing Body** to consolidate the evidence as a part of their monitoring function.

6. Impact of the duty on school policies

As each policy comes up for review the responsible review body will actively scrutinise it to ensure that it does not inadvertently discriminate against disabled persons.

7. Taking action

In many (possibly most) cases action to accommodate the needs of a disabled person will be taken by **school staff** at the time his/her disability becomes apparent.

There will however be cases where legislation or changing social attitudes raise more generic issues (e.g. health & safety, wheelchair access, school trips). These may require more concerted action and capital investment. Similar action may be required to address generic issues arising from the evidence gathered.

Identification of such actions will be the responsibility of the **Governing Body**. They will be incorporated into our ongoing "Accessibility Plan".

Our Accessibility Plan details the actions currently in hand or planned, their expected outcome, the timeframe for their implementation and the particular person(s) or body responsible for their implementation.

GENDER EQUALITY SCHEME

1. Legislative Context

The Equality Act (2006) amended the requirements of the Equal Pay Act (1970) and the Sex Discrimination Act (1975). It added to the duty to eliminate sexual discrimination and sexual harassment, the duty to promote gender equality.

2. Social Context

We recognise that despite many years of individual legal rights to sex equality, there is still widespread discrimination and persistent gender inequality. Both sexes suffer from the stereotyping of their roles and needs and such stereotyping has to be understood, challenged and overcome.

3. Mission Statement and Values

At Basildon C.E. Primary School, we are committed to ensuring equality of education and opportunity for staff, pupils and all those receiving services from the school, irrespective of gender. The achievement of all pupils and students will be monitored on the basis of gender and we will use this data to raise standards and ensure inclusive teaching. We will aim to provide our pupils with a firm foundation which will enable them to fulfil their potential, regardless of gender or stereotypes. We will seek to eliminate unlawful discrimination against pupils and staff by adhering to our duties as an employer under the legislation.

At Basildon C.E. Primary School, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

4. The General Duty

In accordance with our school's mission statement and values, we welcome the statutory Gender Equality Duty. In compliance with the General Duty, Basildon C.E. Primary School has due regard for the need to, and works to:

- Eliminate unlawful sexual discrimination
- Eliminate sexual harassment
- Promote gender equality

By unlawful sexual discrimination, we mean treating one person less favourably than another on grounds of sex or gender. We understand that this could be done directly but that it could also occur indirectly. Indirect discrimination means that a particular policy or practice may impact more negatively on one gender than on the other, or may favour one gender to the disadvantage of the other.

By sexual harassment, we refer to behaviour or remarks based on a person's sex or gender, perceived to be unpleasant, threatening, offensive or demeaning to the dignity and self-esteem of the recipient or subject. We see such behaviour as also damaging to the perpetrator. Please refer to our school's Behaviour and Anti-Bullying policies

We understand 'sex' to refer to the **biological** differences between males and females and 'gender' to refer to the wider **social** roles and responsibilities which structure our lives. By promoting gender equality our intention is to recognize and help overcome those lasting and embedded patterns of advantage and disadvantage which are based on socially ascribed gender stereotypes and assumptions.

We understand that in some circumstances it may be appropriate to treat girls and boys, and women and men differently, if that action is aimed at overcoming previous, current or possible future disadvantage.

We will take steps to counteract the effects of any past discrimination in staff recruitment. Where we are uncertain whether there is a genuine occupational requirement for preference to be given to the employment of someone of a particular gender we will seek specialist advice.

We understand the three parts of the duty to be different, but that they should normally support each other. However, we are aware that achieving one may not lead to achieving all three.

In taking due regard we will exercise the principles of proportionality and relevance. By this we mean that the weight we give to gender equality will be proportionate to its relevance to a particular function. The greater the relevance of a function to gender equality, the greater regard we will pay to it.

5. The Specific Duties

We welcome the responsibility to think and act more strategically about gender equality. We are working to develop our understanding of the major gender equality issues in our school's functions and services. In order to do this we:

- collect and analyse school data and other gender equality relevant information, including data about our local area
- consult all staff, pupils, parents and relevant local communities
- when reviewing all our school policies and practices, ensure we assess the ways in which they might impact on gender equality
- ensure governors, staff, pupils, parents and others in our school are accountable and understand their responsibilities with regard to preventing discrimination and harassment and promoting gender equality
- assess and address the causes of any gender pay gap

6. Responsibilities

All governors, staff, volunteers, pupils and their families need to develop an appropriate understanding of, and act in accordance with, the school's Gender Equality Scheme.

The school governors are responsible for ensuring that the School prepares, publishes, implements and reviews a Gender Equality Scheme, and in particular the employment implications of meeting the Duty.

The Headteacher will work with **the SLT** to ensure that

- the Scheme is implemented
- staff recruitment, training opportunities and conditions promote gender equality
- all staff, pupils and their parents are aware of the school's responsibilities to meet, the Gender Equality Duty
- policies are assessed for the ways in which they impact on gender equality
- curriculum planning, learning and teaching methods, classroom organisation and assessment procedures, behaviour management, school journeys and extended school activities take account of the need to promote gender equality

- incidents of sexual/gender bullying or harassment are dealt with according to our Behaviour and Anti-Bullying policies
- visitors to the school, or those who use the premises, are aware of the Gender Equality Scheme

All staff have a responsibility to deal with incidents of sexual harassment or bullying; help eliminate unlawful discrimination; prepare and/or help deliver a curriculum, learning and teaching methods, classroom organisation and assessment procedures, behaviour management, school journeys and extended school activities (including work with parents) that take account of the need to eliminate unlawful discrimination and harassment and promote gender equality.

Pupils and parents have a proportionate responsibility to understand and act in accordance with the Scheme, as do **visitors** to the school.

We recognise that, further to the introduction the Equal pay Act of 1970 and the Sex Discrimination Act of 1975, there is still widespread discrimination and gender inequality in society. We believe that having this gender equality Scheme will:

- support us in our decision-making and policy development
- give us a clearer understanding of the needs of staff, pupils and their families
- enable us to provide better quality services which meet varied needs
- help promote increased confidence in our school
- make more effective use of our workforce

We recognise that both sexes can suffer from sexual stereotyping and that sometimes the same policies and practices can impact differently on men and women and boys and girls. We will make appropriate adjustments if this is found to be the case with any of our policies and practices.

We also recognise that girls and boys, and women and men, can experience different forms of discrimination depending on, among other things, their ethnicity, belief, sexual orientation, age or disability and we will take this complexity into consideration.

7. Breaches of the Gender Equality Scheme

We understand that eliminating gender discrimination and harassment and promoting gender equality is in part an education function and a matter of cultural change. Where possible, breaches of the Scheme will be dealt with in a manner appropriate to the level of the breach, and with the intention of bringing about the relevant changes. More serious breaches of this Scheme will be dealt with in accordance with our school's anti-bullying and harassment procedures, and the disciplinary procedures for staff.

Where safeguarding issues based on sex and gender come to the attention of the school these will be dealt with according to our child protection procedures.

Further Documentation

- Equality Act (2010)
- Non-statutory guidance on the Equality Duty (Equality and Human Rights Commission)
- Equality Impact Assessment Guidance (West Berkshire Council)
- Consultation Policy (West Berkshire Council)