



EQUALITY POLICY

Ben Rhydding Primary School

Document History

Date of Issue:	December 2016
Lead member of staff:	Mr Hartford (Head teacher)
Lead governor:	Chair
Governor committee:	Resource Committee
Committee approval date:	October 2016, 2019, 2022
Review Frequency:	3 Years
Date of next review:	October 2025

Vision

At Ben Rhydding Primary School we ensure that all our children become successful, confident and responsible learners and world citizens. We see all in Ben Rhydding Primary school as potential learners, and their parents and carers are all respected and of equal value. We promote a love of learning, the willingness to investigate and the time to enjoy learning for all our stakeholders.

Rationale

At Ben Rhydding Primary School we respect and value all children, no matter their background or ability and are committed to providing an inclusive, caring, friendly and safe environment that is accessible for all our children. We believe every pupil should be able to participate in all school activities in an enjoyable learning environment and be protected from harm. We recognise our responsibility to safeguard and promote the welfare of all our pupils by protecting them from all kinds of abuse and/or any form of bullying.

Ben Rhydding Primary School is a home of learning and we value the way in which all children are unique. We promote respect for the views of each individual child, as well as for people of all cultures. The spiritual and moral development of each person, as well as their intellectual, emotional and physical growth is a key component of how we organise learning at Ben Rhydding.

Our school learning environment is organised to promote, through our curriculum, high aspirations, a caring attitude and pride in the school and every child's achievements. We value all our stakeholders and community members and work in partnership with them.

Our 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 - A person of a particular age or a range of ages. Age discrimination does not apply to the provision of education, but it does apply to work.
- Disability - A person has a disability if s/he has, or has had, a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities. It includes discrimination arising from something connected with their disability such as use of aids or medical conditions. HIV, multiple sclerosis and cancer are all considered as disabilities, regardless of their effect.
- Gender reassignment - A person who is proposing to undergo, is undergoing or has undergone gender reassignment 'Trans' is an umbrella term to describe people with

this 'Gender Identity'. 'Intersex' or 'Third Sex' is not covered by the Act but the school will treat Intersex children with the same degree of equality as other children.

- Marriage and civil partnership – Marriage and civil partnership discrimination does not apply to the provision of education, but it does apply to work.
- Pregnancy and maternity - Maternity refers to the period of 26 weeks after the birth (including still births), which reflects the period of a woman's Ordinary Maternity Leave entitlement in the employment context. In employment, it also covers (where eligible) the period up to the end of her Additional Maternity Leave.
- Race - A person's colour, nationality, ethnic or national origin. It includes Travellers and Gypsies as well as White British people.
- Religion and belief - Religious and philosophical beliefs including lack of belief. Generally, a belief should affect your life choices or the way you live for it to be included in the definition. Religion and belief discrimination does not prevent a school from carrying out collective worship or other curriculum-based activities, but pupils may withdraw from acts of collective worship.
- Sex - A man or a woman.
- Sexual orientation - A person's sexual orientation towards the same sex (lesbian or gay), the opposite sex (heterosexual) or to both sexes (bisexual). Although children may not identify as gay or lesbian when very young, promotion of sexual orientation equality is as relevant in a primary school environment as it is in a secondary school.

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.
- 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.
- Gender re-assignment discrimination - Not allowing reasonable absence from work for the purpose of gender-reassignment in line with normal provision.
- Pregnancy/maternity related discrimination - Unfavourable treatment because of pregnancy or maternity.

- Discrimination by association or perception - Discriminating against someone because they “look gay”, or because they have a gay brother; discriminating against someone because they care for a disabled relative.

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.

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):

1. Eliminate discrimination, harassment, victimisation and any other prohibited conduct.
2. Advance equality of opportunity.
3. Foster good relations between people.

In practice, ‘due regard’ means giving relevant and proportionate consideration to the duty, so decision makers in schools must have due regard when making a decision, developing a policy or taking an action as to whether it may have implications for people because of their protected characteristics.

Reasonable Adjustments and Accessibility Plans

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.
- 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 Education and Inspections Act 2006 introduced a duty on all maintained schools in England to promote community cohesion.

Aspects of educational legislation have also promoted equal opportunities, for example the Education Act includes a duty for local authorities to educate children with special educational needs in mainstream schools wherever possible.

Principles

- 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
 - whatever their sexual identity.
- 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 differences of life-experience, outlook and background, and in the kinds of barrier and disadvantage which people may face,
- 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 and good relations between disabled and non-disabled people, groups of all diverse cultural/religious/ethnic origins, girls, boys, those that identify as LGBT and an absence of harassment of these groups and individuals.
- 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 whatever their age, ethnicity, culture, religious affiliation, national origin or national status
- 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/non-disabled people, people from a range of ethnic, cultural and religious backgrounds, women/men/girls/boys and, gay people as well as straight.
- We base our policies and practices on sound advice and evidence. We maintain and publish quantitative and qualitative information which shows our compliance with the public sector equality duty (PSED) set out in clause 149 of the Equality Act 2010, and on the basis of which we decide on specific and measurable objectives. Evidence relating to equalities is integrated into our self-evaluation documentation.

The curriculum

We keep each curriculum subject or area under review in order to ensure that teaching and learning reflect the principles set out in the principles above.

We address all forms of prejudice and prejudice-related bullying through integrated PHSE/SMSC learning activities. The school is opposed to all forms of prejudice which stand in the way of fulfilling the legal duties referred to in the 'Our legal duties' section:

- prejudices around disability and special educational needs
- prejudices around racism and xenophobia
- prejudices around Travellers, migrants, refugees and people seeking asylum
- prejudices reflecting sexism and homophobia.

Roles & Responsibilities

Governing Body

The governing body is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and action plans are implemented. A member of the governing body has a watching brief regarding the implementation of this policy.

Head teacher & Senior Leadership team

The head teacher is responsible for implementing the policy; 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. A senior member of staff has day-to-day responsibility for co-ordinating implementation of the policy. The SENDCo is responsible for monitoring those pupils who are on the SEND register in respect to the principles outlined above. The Assessment leader is responsible for collating and analysing the progress & achievement data of any pupil in line with the principles outlined above.

Subject Leaders

All subject leaders are responsible for ensuring any policy relevant to their area of responsibility makes reference to and enshrines this equality policy. Subject leaders must also monitor their subject area with respect to the principles outlined above.

Teaching & Adult Support Staff

All staff are responsible for promoting an inclusive and collaborative ethos in their classroom, dealing with any prejudice-related incidents that may occur as promptly as possible, plan and deliver curricula and lessons that reflect the principles listed above. All staff must maintain the highest expectations of success for all pupils and support different groups of pupils in their class through differentiated planning and teaching, especially those who may (sometimes temporarily) find aspects of academic learning difficult. All staff have a responsibility to keep up-to-date with equalities legislation relevant to their work.

Visitors

All visitors to the school, including parents and carers are expected to support our commitment to equalities and comply with the duties set out in this policy. We will provide guidance and information in school newsletters to enable them to do this.

Information

We ensure that the content of this policy is known to all staff and governors and, as appropriate, to all pupils and their parents and carers. All staff and governors have access to a selection of resources which discuss and explain concepts of equality, diversity and community cohesion in appropriate detail as part of the integrated PHSE.

Religious observance

We respect the religious beliefs and practice of all staff, pupils and parents, and comply with reasonable requests relating to religious observance and practice.

Staff development and training

We ensure that all staff, including support and administrative staff, receive appropriate training and opportunities for professional development, both as individuals and as groups or teams.

Breaches of the policy

Breaches of this policy will be dealt with in the same ways that breaches of other school policies are dealt with, as determined by the head teacher and governing body.

Monitoring and review

We will collect, study and use quantitative and qualitative data relating to the implementation of this policy, and make adjustments as appropriate. In particular we collect, analyse and use data in relation to achievement, broken down as appropriate according to disabilities and special educational needs; ethnicity, culture, language, religious affiliation, national origin and national status; and gender.