



# Mapplewell Primary School Equality Policy



## **Mapplewell Primary School Mission Statement**

*We strive for excellence in learning; encourage a growth mindset in all children and promote independence and motivation to succeed.*

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Headteacher signature	G. Padfield
Chair of Governor signature	J. Egan

## **Introduction**

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 non-statutory 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 ONE**

### **Our Legal Duties**

The Equality Act 2010 was introduced to ensure protection from discrimination, harassment and victimisation on the grounds of specific characteristics (referred to as protected characteristics).

### **Protected characteristics**

The Act defines protected characteristics as follows:

- Disability
- Gender Reassignment
- Pregnancy and Maternity
- Ethnicity
- Religion or Belief
- Sex
- Sexual Orientation
- Age and marriage and civil partnerships

These protected characteristics apply to pupils, prospective pupils, staff, prospective staff or anybody they are associated with, with the exception of 'age' and 'marriage and civil partnership' which do not apply to pupils and prospective pupils.

The Act requires all public organisations, including schools to comply with the Public Sector Equality Duty and two specific duties:

### **The Public Sector Equality Duty or 'general duty'**

This requires all public organisations, including schools to give due regard to the need to (in relation to the protected characteristics above):

- 1. Eliminate unlawful discrimination, harassment and victimisation**
- 2. Advance equality of opportunity between different groups**
- 3. Foster good relations between different groups**

### **Two 'specific duties'**

This requires all public organisations, including schools to:

- 1. Publish information to show compliance with the Equality Duty**
- 2. Publish Equality Objectives at least every 4 years which are specific and measurable**

### **Unlawful behaviour**

The Act defines four kinds of unlawful behaviour – direct discrimination; indirect discrimination; harassment and victimisation.

**Direct discrimination** occurs when one person treats another less favourably, because of a protected characteristic, than they treat – or would treat – other people.

**Indirect discrimination** occurs when a “provision, criterion or practice” is applied generally but has the effect of putting people with a particular characteristic at a disadvantage when compared to people without that characteristic.

**Harassment** has a specific legal definition in the Act - it is “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”.

**Victimisation** occurs when a person is treated less favourably than they otherwise would have been because of something they have done (“a protected act”) in connection with the 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. The law on disability discrimination is different from the rest of the Act. In particular, it works in only one direction, i.e. it protects disabled people but not people who are not disabled. This means that we 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

### **Reasonable Adjustments and Accessibility Plans**

Mapplewell Primary School is 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 allocation of resources) Accessibility Plans which will;

1. Increase disabled pupils’ access to the school curriculum

### **And for all users of the school**

2. Improve the physical environment
3. Improve the provision of information

The duty is an anticipatory and continuing one that Mapplewell Primary School owes to all pupils with disabilities whether identified or not, and to those pupils who will be attending in the future. Our school will seek relevant information regarding newly placed pupils to ensure as far as possible that their needs are anticipated under this Act. We will ensure that we work closely with professionals, parents and carers as appropriate to identify the challenges presented to us by new pupils under this Act.

### **Community Cohesion**

The Education and Inspections Act 2006 inserted a new section 21(5) to the Education Act 2002, introducing a duty, applicable to the Trust, to promote community cohesion. Community cohesion encompasses promoting good relations between pupils from different races, faith/beliefs and socioeconomic backgrounds. Mapplewell Primary School policies and activities should all be promoting community cohesion and inclusion wherever possible to comply with, and support these duties.

### **Roles and responsibilities**

We expect all staff and visitors to support our commitment to promoting equalities and meeting the requirements of the Equality Act. We will provide training, guidance and information to enable them to do this.

**The Governing Body and Headteacher, along with the senior leadership team, are responsible for ensuring that:**

- This policy is communicated and made readily available to staff, parents and carers.
- This policy and its related procedures are implemented.

- Staff are aware of their responsibilities and are given appropriate training and support to enable them to effectively deliver this policy and Accessibility Plan
- Appropriate action is taken in any case of actual or potential discrimination
- All staff understand their duties regarding recruitment and provide reasonable adjustments to staff when appointed. All appointment panels give due regard to this plan, so that no one is discriminated against when it comes to employment or training opportunities.
- All staff and pupils are aware of the process for reporting and following up bullying and prejudice-related incidents
- All incidents of unfair treatment and any incidents of bullying or discrimination, including racist incidents, are treated with due seriousness.
- The principle of equal opportunity is promoted when developing the curriculum,

#### **Teaching and support staff should:**

- Enact all aspects of this policy, its commitments and procedures, and their responsibilities within it
- Deal with bullying and discriminatory incidents, and know how to identify and challenge prejudice and stereotyping
- Challenge any incidents of prejudice, racism or homophobia, and record any serious incidents, drawing them to the attention of the head of school
- Promote equality and good relations and not discriminate on any grounds
- Attend training and information sharing opportunities as necessary to use this policy with confidence, and keep up to date with current equality legislation
- Promote equal opportunities through their words and actions

#### **Pupils according to their ability and understanding should:**

- Refrain from engaging in discriminatory behaviour, or any other behaviour that could cause offence to others under this policy.

#### **Parents and Carers**

- Parents and Carers will be encouraged to participate fully in implementing the policy within the school, particularly by reinforcing its ethos at home. They will be invited to comment on the Equality Objectives and will be regularly updated on progress.

#### **All Visitors, Volunteers and Contractors should:**

- Make themselves aware of, and comply with the expectations contained within this policy
- To refrain from engaging in discriminatory behaviour or language on school premises
- Bring to the attention of a member of staff any act, or behaviour that concerns them with regard to this policy

#### **Publishing the plan and links to other policies and documentation**

Although this policy is the key document for information about our approach to equalities in line with the Public Sector Equality Duty, we ensure that information about our responsibilities under the Equality Act are also included in our school development plans and self-evaluation review. We will publish our policy and plan on the school website and raise awareness of the plan through newsletters, assemblies, staff meetings and other communications.

This policy has links with the Behaviour, Admissions, SEND and Anti-bullying Policies.

The Equality Act also applies to the school in its role as employer, and there are links to our Recruitment Policies, Whistle Blowing Policy, Health and Safety, Online-Safety and Acceptable Use policies.

## **PART TWO**

### **The Policy**

At Mapplewell Primary School we value the individuality of all our pupils, employees and stakeholders and we are committed to enabling all pupils to take part as fully as possible in every part of school life by developing each child's self-confidence, recognising their strengths and encouraging them to achieve their full potential. We are also committed to safeguarding and promoting the welfare and wellbeing of our pupils, employees and stakeholders and expect everybody to share this commitment.

Mapplewell Primary School 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.

**This means:**

- We will take reasonable and necessary steps to meet pupils' needs by using a variety of approaches and planning reasonable adjustments for disabled pupils, enabling our pupils to take as full a part as possible in all the activities of the school. We will make reasonable adjustments to ensure the school environment and its activities are as accessible and welcoming as possible for pupils, staff and visitors to the school. We are also committed to ensuring staff with a disability have equality of opportunity.
- We will actively encourage positive attitudes towards pupils and staff and expect everyone to treat others with dignity and respect.
- We will regularly consider the ways in which the taught and wider curricula will help to promote awareness of the rights of individuals and develop the skills of participation and responsible action.
- We will regularly consider the ways in which our teaching and the curriculum provision will support high standards of attainment, promote common values, and help students understand and value the diversity that surrounds them, and challenge prejudice and stereotyping.
- We will monitor the progress and achievement of pupils by the relevant and appropriate protected characteristics.
- This information will help the school to ensure that individual pupils are achieving their potential, the school is being inclusive in practice, and trends are identified which inform the setting of our equality objectives in the school development plans or through any ISP that may be in place.
- We will collect and analyse information about protected characteristics in relation to staff recruitment, retention, training opportunities and promotions to ensure all staff have equality of opportunity. We will not ask health-related questions to job applicants before offering a job, unless it relates to an intrinsic function of the work they do. We will make reasonable adjustments such as providing auxiliary aids for our disabled staff.
- 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. Auxiliary aids and services will be provided for them, where reasonable adjustments are required. By planning ahead, staff will ensure that all pupils are able to take part in extra-curricular activities and residential visits, and the school will monitor the uptake of these visits to ensure no one is disadvantaged on the grounds of a protected characteristic.
- We will seek the views of advisory staff and outside agencies and partnerships with other schools where this is needed. In planning the curriculum and resources the school will take every opportunity to promote and advance equality.
- 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.
- We expect that all staff will be role-models for equal opportunities, deal with bullying and discriminatory incidents and be able to identify and challenge prejudice and stereotyping.
- Throughout the year, Mapplewell Primary schools will plan on-going events to raise awareness of equality and diversity. This may include a focus on disability, respect for other cultures, religions and beliefs, anti-homophobia/gay pride, transgender, gender equality, developing community cohesion and an understanding of the effects of discrimination.
- We will ensure pupil/parent/carer/staff consultation is regularly sought in the development and review of this policy.

- We will regularly seek the views of pupils, parents/carers, advisory staff and visitors to the school, to ensure that the school environment is as safe and accessible as possible to all school users. We will regularly review our accessibility plans.

### **Equal opportunities relating to staff.**

We are committed to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing and employment.

All staff appointments and promotions are made on the basis of merit and ability and in compliance with the law. However, we are concerned to ensure wherever possible that the staffing of the schools reflects the diversity of our community.

### **Employer Duties**

As an employer we need to ensure that we eliminate discrimination, victimisation and harassment in our employment practice and advance equality across all groups within our workforce.

Equality aspects such as age, sex, ethnicity, disability, sexual orientation, gender reassignment, pregnancy and maternity and religion and belief are considered when appointing staff and particularly when allocating Teaching and Learning (TLR) or re-evaluating staff structures, to ensure decisions are free of discrimination.

Actions to ensure this commitment is met include:

- Monitoring recruitment and retention including bullying and harassment of staff
- Continued professional development opportunities for all staff, which are monitored
- As part of the performance management process
- Senior Leadership Team support to ensure equality of opportunity for all.

To see our Equality Objectives please refer to the schools Accessibility Plan.