



STANBRIDGE LOWER SCHOOL

Equality Policy

Reviewed September 2018

1. INTRODUCTION/RATIONALE

1.1 We, the staff at Stanbridge Lower School, affirm our commitment to providing a school environment and ethos that is inclusive and will promote the educational progress and achievements of all pupils irrespective of origin, religion, culture, gender or ability whether physical or mental.

1.2 We recognise the Act makes it unlawful for the responsible body of a school to discriminate against, harass or victimise a pupil, potential pupil or member of their family

- in relation to admissions,
- in the way it provides education for pupils,
- in the way it provides pupils access to any benefit, facility or service, or
- by excluding a pupil or subjecting them to any other detriment.

1.3 We recognise it is unlawful for a school to discriminate against a pupil, prospective pupil or a member of their family by treating them less favourably because of their

- sex,
- race,
- disability,
- religion or belief
- sexual orientation
- gender reassignment,
- pregnancy or maternity

1.4 We recognise we need to make each child feel included and confident so that he/she knows they have a positive and unique contribution to make to our school community, and that this contribution will be both valued and respected by all the members of the school community.

1.5 We want all our children to achieve their full potential during their time with us. As such, we work to ensure that our expectations, attitudes, and practices do not prevent any child from reaching their potential.

1.6 It is expected that all members of the school community will show respect for one another and deal with one another sensitively and fairly whatever their background or status.

1.7 We work towards ensuring that our expectations, attitudes and practices are in line with inclusion for all.

2. AIMS

2.1 The principal of equality and inclusion will permeate all aspects of school life.

2.2 We aim to seek the support of parents, governors, pupils, the local community as well as teachers and support staff in developing equality for all.

2.3 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. An example might be holding a parents' meeting on a Friday evening, which could make it difficult for observant Jewish parents to attend.
- **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". This covers unpleasant and bullying behaviour, but potentially extends also to actions which, whether intentionally or unintentionally, cause offence to a person. Thus, if a teacher belittles a pupil and holds her up to ridicule in class because of a disability she has, this could lead to a court case alleging unlawful harassment.
- **Victimisation** occurs when a person is treated less favourably than they otherwise would have been because of something they have done. For example, this means that a child must not be made to suffer in any way because, for example, her mother has made a complaint of sex discrimination against the school, or her brother has claimed that a teacher is bullying him because he is gay, whether or not the mother or brother was acting in good faith.

2.4 The school curriculum will support the principal of equality and aims to reduce differences in levels of attainment and progress between different ethnic groups.

2.5 We will measure how equality is addressed within the curriculum.

2.6 The school's learning resources will support pupils of all origins, by making the curriculum accessible to them as far as possible whatever their cultural origins or first language.

2.7 The school will respect the cultures, religions and diversity of its community and value the languages and dialects of all pupils and endeavour to allow individual pupils to take full advantage of their linguistic diversity.

2.8 The school will not tolerate, or respond passively to incidents which give offence to the discriminations listed in 1.2.

3. GENDER AND SEXUAL ORIENTATION

3.1 We are aware that as children mature and their relationships with peers of both sexes develop, their perception of sex roles alters. We also recognise that such perceptions are influenced by other factors including home, culture, peer group and the media.

3.2 Teaching and class groupings, queuing, classroom seating and playground areas are organised on the basis of criteria other than gender, for example, age, ability, friendship.

3.3 Equality between the sexes is recognised when giving/delegating responsibility and noting the achievements of both staff and children.

3.4 Any differences involving gender or sexual orientation which arise inside or outside the classroom are dealt with sensitively and are discussed with the children and their parents.

3.5 We will ensure that no staff member is discriminated against because of his or her gender or sexual orientation.

4. RACE, CULTURAL AND RELIGIOUS BACKGROUND

4.1 We will ensure that children/parents/staff from different ethnic groups, cultures, religions and background are provided with equality of opportunity and are not discriminated against either openly or covertly.

4.2 Through our teaching we take positive steps to promote mutual understanding and respect for people from different backgrounds.

4.3 We follow 'Anti-Bullying and Anti-Racist Procedures' for recording racist/bullying incidents.

5. AGE

5.1 We make efforts to ensure that children of different ages are provided with appropriate activities and that children are not excluded from activities solely on the grounds of their age.

5.2 We ensure that all staff are given equal opportunities within the school regardless of age.

6. ABILITY

6.1 We want all our children to achieve their full potential during their time with us. As such, we work to ensure that our expectations, attitudes and practices do not prevent any child from reaching their potential whatever their ability.

6.2 At Stanbridge we "set" across the school for Numeracy and Literacy to ensure that teaching is personalised and aimed at what the children need to know in order to achieve and build on previous learning.

6.3 We will make efforts to ensure that all children receive equality in teaching time and support.

7. DISABILITY

7.1 We recognise that anyone with a physical or mental impairment which has a substantial and long term adverse effect upon his or her ability to carry out normal day-to-day activities is stated to be disabled. It includes dyslexia, epilepsy, dyspraxia, diabetes, ADHD, sensory impairment and cancer.

7.2 We recognise it is unlawful to be discriminated against someone because of a disability in areas of employment or access to goods, facilities and services.

7.3 We will endeavour to provide appropriate access both physically and through the curriculum, for all children with disabilities with appropriate support when required, from the local authorities and outside agencies. Staff with disabilities will be afforded the same support.

7.4 At Stanbridge we recognise the need to make reasonable adjustments and when they have to be made.

- The duty to make reasonable adjustments applies only to disabled people.
- Where something does place a disabled pupil at a disadvantage compared to other pupils then we will take reasonable steps to try and avoid that disadvantage.
- We will provide an auxiliary aid or service for a disabled pupil when it would be reasonable to do so.

7.5 We recognise we have duties around accessibility for disabled pupils. These are the same duties as previously existed under the DDA and have been replicated in the Equality Act 2010. At Stanbridge our Accessibility Plan which focuses on:

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

This will be published in our School Development Plan.

8. THE CURRICULUM

8.1 All teachers plan work which supports a creative curriculum and they ensure that diversity and race are celebrated and valued as appropriate in topics being studied.

8.2 Through the curriculum we take active steps to raise awareness of prejudice, diversity, disability and cultures.

8.3 We encourage all children to develop their sense of self worth by emphasizing their achievements and enhancing their self image.

9. SCHOOL UNIFORM

9.1 At Stanbridge we recognise the long-standing guidance makes it clear that schools must have regard to their obligations under the Human Rights Act 1998 as well as under equality law, and that they need to be careful that blanket uniform policies do not discriminate because of race, religion or belief, gender, disability, gender reassignment or sexual orientation. Consequently it will be up to the individual school to consider the implications their uniform requirements have on their pupils. The Head Teacher will consider making reasonable adjustments to the uniform based on medical, religious grounds or any other issues concerning school uniform.

9.2 We will be sensitive to the needs of different cultures, races and religions and act reasonably in accommodating their needs, without compromising important school policies, such as school safety or discipline.

10. PARENTS/VISITORS

10.1 We will ensure that each parent/visitor is treated in a manner which ensures that they have full and equal access to support, information and resources.

10.2 We expect all parents/visitors to respect and abide by our policy whilst on school premises. All negative incidents will be recorded and passed onto the relevant bodies.

11. STAFFING

11.1 We will ensure that in appointing staff we endorse the statements set out in this policy and will avoid discrimination by gender, sexual orientation, religion, race, culture or age.

11.2 All staff have equal access to in-service training and posts of responsibility.

12. THE PUBLIC SECTOR EQUALITY DUTY

12.1 At Stanbridge we will have due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Act,
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it,
- Foster good relations across all characteristics - between people who share a protected characteristic and people who do not share it.

12.2 The duty to have "due regard" to equality considerations means that whenever significant decisions are being made or policies developed, thought must be given to the equality implications.

12.3 We recognise we have specific duties:

(a) to publish information to demonstrate how they are complying with the Public Sector Equality Duty, Eg publishing policies and interventions used to support groups of pupils on the Equality section of the school website, publishing how Pupil Premium is used to support pupils, publishing SATS results, recording reviewing of Equality Policy in Governor minutes

(b) to prepare and publish equality objectives. These may include

- to increase participation by black pupils in after school activities;
- to narrow the gap in performance of disabled pupils;
- to reduce exclusion rates for black boys;
- to increase understanding between religious groups;
- to reduce the number of homophobic incidents;
- to raise attainment in English for boys;
- to encourage girls to consider non-stereotyped career options;
- to anticipate the needs of incoming pupils from a new group, such as traveller children.

12.4 We will update the published information at least annually and publish objectives at least once every four years.

13. MONITORING OF THE POLICY

13.1 Stanbridge Lower will use quantitative data by ethnicity to narrow race equality gaps in attendance, attainment, progress, and exclusions. Sets and all tracking data form the basis of this at Stanbridge.

13.2 Use qualitative data from surveys and consultations to help measure the impact of policies on pupils, parents and staff and to build trust and communication.

13.3 The Racist Incident Log and Behaviour Log will be used to log any incidents relating to intolerance, offence and discrimination.

13.4 Teachers will ensure that planning for the curriculum ensures that a wide variety of cultural knowledge is valued and added into the curriculum to ensure a broad and balanced approach.

13.5 All teaching staff will ensure that any incidents involving negative issues to do with equality are reported directly to the Head Teacher in accordance with our Code of Conduct and Behaviour Policy.

13.6 This policy links to the following policies

- Accessibility and Equality Plan
- Teaching and Learning Policy
- Early Years Education Policy
- Exclusions Policy
- Attendance Policy
- Contenance Policy
- Code of Conduct
- Behaviour Policy

14. REVIEW PROCEDURES

14.1 The school's policy will be reviewed when:

- Annually
- There has been a significant change in staff, pupils or the law.
- The school wishes to review the policy.

Rosemary Godwin
Head Teacher
September 2018

This policy has been read, discussed and its implementation agreed by teaching and support staff.

This policy was ratified by the full governing body.

Date of Meeting:

Signed Chair of Governors.

