



## **Greenlands C P School Equalities Policy 2018**

### **1. Introduction**

This policy outlines the commitment of the governors and staff of the school to eliminating all forms of discrimination, harassment and victimisation; promoting equality of opportunity and fostering good relations. For our school this means not simply treating everybody the same, but understanding and tackling the different barriers which could lead to unequal outcomes for different groups of pupils in school, celebrating and valuing the equal opportunity achievements and strengths of all members of the school community.

This policy applies to the whole school community. It has been drawn up as a result of the outcomes of a transparent process and through consultation. This policy will be reviewed and updated by the governing body.

### **2. Statement of principles**

We believe that equality at our school should permeate all aspects of school life and is the responsibility of every member of the school and wider community. Every member of the school community should feel safe, secure, valued and of equal worth. At this school, equality is a key principle for treating all people fairly and creating a society in which everyone has the opportunity to fulfil their potential - irrespective of their gender, ethnicity, disability, religious beliefs or other beliefs, sexual orientation, socio-economic background, age or any other recognised area of discrimination.

Our admissions arrangements are fair and transparent. We are committed to providing a working environment free from discrimination, bullying, harassment and victimisation. We aim to recruit an appropriately qualified workforce and establish a governing body that is representative of all sections of the community in order to respect and respond to the diverse needs of our population.

We aim to provide all our pupils with the opportunity to succeed and to reach the highest level of personal achievement. The achievement of pupils will be monitored – where appropriate – in light of the protected characteristics outlined in the Equality Act 2010. We will use the analysis of this data to support pupils, raise standards and ensure inclusive teaching. We will endeavour to ensure that when we buy services from another organisation that will help us provide high quality education, that organisation will comply with equality legislation. This will be a significant factor in any tendering process.

### **3. Statutory requirements**

The Equality Act 2010 has brought together all the current discrimination laws into one and sets out the 'protected characteristics' that qualify for protection from discrimination as:

- age (relevant in considering our duties as an employer, but not in relation to pupils);
- disability;
- gender reassignment;
- pregnancy and maternity;

- race;
- religion or belief (please also refer to the/our work re Safeguarding 'Prevent' agenda)
- sex; and
- sexual orientation/LGBT issues

## Discrimination

Discrimination under The Equality Act 2010 can be direct or indirect and the Act also prohibits harassment and victimisation. But the ways in which discrimination, harassment and victimisation might become illegal depend quite often on the type of protected characteristic involved and on the exceptions elsewhere in the Act. The key sections are relevant to schools, as defined under the Education Act 1996, not to early years' settings which are not maintained nursery schools. It should also be noted that victimising a pupil by reason of protected characteristics amongst their parents or siblings is also generally unlawful. The governing body of a school must not discriminate against:

- a child applying to be admitted to the school;
- existing pupils;
- job applicants;
- existing members of staff; on the grounds of their protected characteristic (e.g. sex, race, colour, nationality, ethnic or national origins, disability, religion or belief, sexual orientation or marital status).

To these we have added the issue of socio-economic factors which confirm that our definite intention is to give equal opportunities to all E6 and non E6 children ie to 'Close the Gap' as much as possible between the E6 and the non-E6 families/children.

The Act introduced a single Public Sector Equality Duty (PSED), sometimes referred to as the general duty. The combined equality duty has three main elements and in carrying out our functions we will have due regard to the need to:

- eliminate all forms of discrimination, harassment and victimisation that are prohibited by the Act;
- advance equality of opportunity between persons who share a protected characteristic and persons who do not share it;
- foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

The specific duties, which will help us to fulfil our obligations under the general duty require us to:

- publish information to demonstrate how we are complying with the Public Sector Equality Duty;
- prepare and publish equality objectives.

In light of the specific duties the school will publish and review annually appropriate information. We will also prepare and publish equality objectives that will be outcome focused.

## **4. Roles and responsibilities**

The governing body will ensure that the school complies with statutory requirements in respect of this policy.

- The headteacher has day-to-day responsibility for co-ordinating the implementation of this policy and will ensure that staff are aware of their responsibilities, that they are given necessary training and support and report progress to the governing body.
- All staff will promote an inclusive and collaborative ethos in the school, challenge inappropriate language and behaviour, respond appropriately to incidents of discrimination and harassment, ensure appropriate support for children with additional needs and maintain a good level of awareness of equalities issues.
- All members of the school community have a responsibility to treat each other and staff with respect, to feel valued and to speak out if they witness or are subject to any inappropriate language or behaviour.
- We will take steps to ensure all visitors to the school adhere to our commitment to equality.

### **5. Equal opportunities for 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. As an employer we need to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce. All those involved in recruitment and selection are trained and aware of what they should do to avoid discrimination and ensure equality good practice through the recruitment and selection process.

*Note: Under the Equality Act 2010, in very limited circumstances, an employer can claim that a certain religious denomination or belief is considered to be a genuine occupational requirement of that role. An aided school may be able to rely on this for some roles in school, particular those roles that provide spiritual leadership. However this would not apply for all staff in School. In addition, there are also instances in which a job will qualify for a genuine occupational qualification on the grounds of gender.*

### **6. Grievances**

Grievances: If any member of staff considers that they have experienced unlawful discrimination, they may use the school's grievance procedure to make a complaint. If their complaint involves bullying or harassment, the grievance procedure is modified as set out in the 'Complaints' procedure – (Section 12 P11 and 12) found in the Behaviour Policy. The governing body will take any complaint seriously and will seek to resolve any grievance that it upholds. You will not be penalised for raising a grievance, even if your grievance is not upheld, unless your complaint is both untrue and made in bad faith. Use of the governing body's adopted grievance procedure does not affect your right to make a complaint to an employment tribunal. Complaints to an employment tribunal must normally be made within three months beginning with the act of discrimination complained of.

### **7. Measuring the impact of the policy**

This policy will be evaluated for its impact on pupils, staff, parents and carers from the different groups that make up our school. In line with legislative requirements, we will review our published equalities information annually and evaluate the impact of actions taken against our published objectives. The objectives will be published at least once every four years.

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Appendix A

Discrimination, victimisation and harassment Discrimination on grounds of race, sex, disability, religion or belief, or sexual orientation is illegal. However, for the school community, discrimination is also unacceptable on any of the other grounds referred to in this policy statement. Failure to comply with the policy will be fully and promptly investigated using the appropriate procedures. There are four ways in which discrimination may occur:

1. Direct discrimination: This means treating someone less favourably than others would be treated in the same or similar circumstances on the grounds of race, sex etc
2. Indirect discrimination: This means applying a requirement or condition which cannot be justified to all groups but which has a disproportionately adverse effect on one group because the proportion of that group which can comply is smaller than the proportion of the group(s) which can comply with it.
3. Victimisation: This occurs when a person is treated less favourably than other persons would be treated because that person has done a 'protected act' under the Equal Pay Act, Sex Discrimination Act, Race Relations Act or Employment Equality Regulations, for example, by bringing forward proceedings or giving evidence or information.
4. Harassment: Harassment can take many forms, from the most obvious abusive remarks to extremely subtle use of power. As with unfair or unlawful discrimination, harassment can be intentional or unintentional. However, the key issue is not simply the intention of the offender but the impact of the behaviour on the person receiving it.

Harassment may involve any of the following:

- physical contact or violence;
- offensive humiliating and intimidating remarks or actions;
- exclusion from participation in job-related or classroom-related discussions, training or social or other events;
- unfair work allocation;
- unjust or excessive or humiliating criticism of performance;
- offensive signs or notices;                      • graffiti;
- repeated demands or requests for sexual favours.

These are merely examples and not an exhaustive list. Whatever the form, the school will provide support for any member of the school community, pupil or staff member who feels threatened or isolated because of such actions.

Appendix B: HIV/AIDS guidelines. The governors and school will:

- ensure that job applicants who are deemed to be medically fit to perform the job for which they have applied, are not denied an offer of work solely because they are HIV positive. In arriving at the decision, the school's normal recruitment criteria will be observed including the normal medical procedures;
- ensure, where possible, that resources are available to support employees or pupils with AIDS or other major health problems associated with HIV infection. The school's normal rules and procedures regarding ill health will apply in such cases. Equally the school will make appropriate arrangements for the provision of counselling (i.e. by referral to external agencies);
- give positive consideration to applications for unpaid leave for those with responsibility for caring for people with AIDS-related conditions in accordance with carers' leave arrangements;
- treat any breaches of confidentiality as a serious matter to be dealt with in accordance with the normal disciplinary (or other appropriate) procedure;
- provide appropriate training in relation to AIDS in order to combat fears and prejudice and to enable the school community as a whole to function without risk to health.

