

EQUALITY

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Aims

In accordance with its duties under the *Equality Act 2010*, **Gusford Primary School** aims to create and maintain an environment that will:

- Promote equality of opportunity;
- Challenge discrimination with a view to eliminating unlawful discrimination;
- Promote good relations between members of different racial, cultural and religious groups and communities;
- Aim to eliminate gender or sexuality based discrimination;
- Seek to develop an understanding of, and promotion of, human equality and equal opportunities;
- Promote good relations between members of different groups;
- Enable students to take responsibility for their behaviour and relationships with others; and
- Prevent unequal treatment on the grounds of disability.

The Equality Act 2010

Equality is ensuring that individuals or groups of individuals are treated fairly and equally and no less favourably, specific to their needs. The *Equality Act 2010* prohibits all employers, service providers and providers of education, from discriminating against, harassing or victimising individuals with protected characteristics. The protected characteristics detailed in the *Equality Act 2010* are:

- Age;
- Disability;
- Gender Reassignment;
- Marriage and Civil Partnership;
- Pregnancy and Maternity;
- Race;
- Religion or Belief;
- Sex; and
- Sexual Orientation.

Public Sector Equality Duty

The Public Sector Equality Duty (PSED) requires all schools to take a more proactive approach in all their activities to eliminate discrimination, harassment and victimisation, advance equality of opportunity and foster good relations.

Gusford Primary School 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; and
- Foster good relations across all characteristics, between people who share a protected characteristic and people who do not share it.

In addition to:

- Publishing information to demonstrate compliance with the Public Sector Equality Duty; and
- Preparing and publishing equality objectives.

Eliminating Harassment and Bullying

Protection from violence at work is ingrained in the *Health and Safety at Work etc. Act 1974* which stipulates that employers have a legal duty to ensure the health and safety of their employees and the *Management of Health and Safety at Work Regulations 1999*, under which arrangements for the effective prevention of foreseeable violence must be in place. Under the *Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 2013* (RIDDOR) employers must report to the enforcing authority incidents resulting in death, serious injury or incapacitation for three or more consecutive days, which includes incidents of violence against employees. The **Gusford Primary School** acknowledges that violence may be perpetrated on the grounds of prejudice as hate crimes.

Gusford Primary School's Anti-bullying Policy includes clear guidance on how discrimination, bullying, harassment of all children, young people and adults will be dealt with.

Gusford Primary School will not tolerate harassment based on any protected characteristic, and will endeavour to promote a culture of inclusion and tolerance and promote equality of opportunity.

- All staff are responsible for following the policy and reporting incidents of discriminatory treatment to the appropriate senior member of staff; and
- Where staff come across incidents involving discriminatory bullying they must report them
- The Governing Body monitors at least once per term any incidents and actions taken relating to discriminatory bullying;

Bullying and harassment of staff, as well as pupils, will be monitored and the information used to determine future policies.

All incidents of discriminatory bullying amongst pupils will be taken seriously and must be dealt with appropriately and reported to the appropriate senior member of staff.

Ethos, Vision and Values

Gusford Primary School is committed to ensuring equal treatment of all its employees, pupils and any others involved in the school community.

Gusford Primary School will ensure that no-one is treated less favourably in any procedures, practices or aspects of service delivery. The commitment to equality must be evident in all areas of school life.

Commitment to Staff Equality

The Active Learning Trust will ensure that the requirement to promote equality is clearly reflected in **Gusford Primary School** policies and procedures for the management of staff and in the equal opportunity policies that affect the staff relationship with pupils and others.

Employment of Staff

- Advertisements and job specifications will all carry the statement '**Gusford Primary School** welcomes applications for all posts from appropriately qualified persons regardless of gender, race, sexual orientation, religion or belief, disability or age';
- Application forms for jobs and job interviews will include a question on equality;
- People with disabilities will be offered facilities at interviews to enable them to demonstrate their suitability for employment;
- Candidates for vacant posts will be assessed against relevant criteria only;
- **Gusford Primary School** will record the proportion of candidates for appointments in protected categories and those who are appointed; and
- Inform the Governing Body on a termly basis.

When managing staff issues, the school will be careful to ensure that there is no direct discrimination and that criteria, provisions and practices operated in employment at the school do not indirectly discriminate, and particularly when:

- Allocating teaching and learning responsibilities;
- Re-evaluating staff structures;
- Managing flexible working;
- Managing parental and carer's leave;
- Managing pregnancy and return from maternity leave;
- Sexual and sexist harassment;

- Professional developments
- Absence through ill-health;
- Performance management;
- Applying grievance, capability and disciplinary procedures;
- Managing equal pay; and
- Managing work-based training opportunities.

Staff Development

- All employees have equal access to training, career development and promotion;
- All recruits to the organisation will be offered induction training which will include a reference to the **Gusford Primary School** Equality Policy;
- Line managers will be expected to encourage participation in training and promotion opportunities, seeking to remove any obstacles to particular groups or individuals in a protected category from accessing them;
- Staff development opportunities will be monitored and figures presented to the governors annually, or more often if requested by the Governing Body. All staff and in particular those concerned with selection and promotion, are given equality awareness training; and
- People becoming disabled while in employment will be given positive help to retain their jobs or to be considered for redeployment if that is necessary.

Commitment to Pupil Opportunity

Gusford Primary School is guided by three essential principles:

- Every pupil should have opportunities to achieve the highest possible standards and the best possible qualifications for the next stages of their life and education;
- Every pupil should be helped to develop a sense of personal and cultural identity that is confident and open to change, and that is receptive and respectful towards other identities; and
- Every pupil should develop the knowledge, understanding and skills that they need in order to participate in our multi-ethnic society, and in the wider context of an inter-dependent world.

These principles will underpin the **Gusford Primary School** curriculum, and all subject areas must have regard to them when constructing programmes of study. They will also underpin the maintenance of harmony and accord within the school and be the promoted ethos of all staff.

At **Gusford Primary School**:

- Pupils will share in the development and be made aware of how it applies to them. They will learn to treat each other with respect and be prepared to

report incidents of discrimination to a member of staff, or other adult as appropriate. Pupils have equal access to the national curriculum programmes of study (unless disapplied) throughout each key stage and non-compulsory courses according to aptitude and ability;

- **Gusford Primary School** is committed to full educational inclusion (see **Gusford Primary School** SEND Policy);
- Annual analysis of attainment, behaviour and other student data will be undertaken to ensure equal access and to review performance of young people in protected categories;
- School and faculty development plans will act to improve the learning of students according to this analysis;
- All subjects will have equality and the promotion of good relations between groups at their core and make explicit references within schemes of work;
- **Gusford Primary School** will be sensitive to the needs of different groups while preserving its commitment to equality for all pupils and the promotion of core British values;
- School rules and the code of conduct for students clearly and explicitly forbid the verbalisation or vocalisation of discrimination on the grounds that a person is in a protected category, is perceived to be or is associated with someone in a protected category;
- Positive attitudes and awareness development for equality of opportunity is specifically taught through the PSHE and tutor programme; and
- **Gusford Primary School** will promote aspiration in all pupils and monitor the destinations of pupils from different groups.

Racial Equality

Gusford Primary School is committed to promoting equality of opportunity and good race relations for the benefit of everyone. The Governing Body and staff recognise their responsibilities in preparing young people for life in a culturally diverse society. **Gusford Primary School** recognises that race encompasses ethnicity and that this may be defined by religious and customary practices.

Dealing with Racial Incidents

The Governing Body expect all staff:

- To deal with any racist incidents that occur;
- To know how to identify and challenge racial and cultural bias and stereotyping;
- To support pupils in their class for whom English is an additional language; and
- To incorporate principles of equality and diversity in all aspects of their work.

All racial incidents must be reported, using the 'Racist Incident Form', to the **Gusford Primary School** equal opportunities officer (EOO).

Racist symbols, political symbols or other biased and/or offensive insignia are forbidden in **Gusford Primary School**. The display of such materials is regarded as discriminatory behaviour.

Promoting Racial Equality in the Curriculum

In addition to eliminating discrimination on racial grounds, **Gusford Primary School** will develop and maintain policies and procedures for ensuring that equal opportunities are promoted in the curriculum and in teaching methods. All subject programmes of study will contain material and methods that:

- Recognise that social and cultural factors will impact on how students view race, and this will affect how they engage with learning;
- Encourage classroom and staffroom discussion of racial issues which reflect on racial stereotypes, expectations and the impact on learning; and
- Include teaching and classroom-based approaches appropriate for the whole school population.

Sexuality and Gender Equality

Gusford Primary School will ensure the equal treatment of its employees, pupils and all members of the school community regardless of gender or sexuality. The school approach to gender and sexual equality will be formulated with equal input by all parties.

It is the responsibility of **Gusford Primary School** to conduct employment practices and activity in a way that is free from discrimination and harassment and actively promote gender equality within our workforce. Gender and sexuality aspects are considered when appointing staff, allocating Teaching and Learning Responsibilities (TLR) or re-assessing staff structures for promotion, to ensure all decisions are free of discrimination.

Gusford Primary School will ensure, in addition to the general principles of promoting equality, that:

- Evidence of negative trends, in terms of academia, bullying or behavior, that occur in a particular gender or sexuality grouping are examined, recorded and acted on;
- Ensure equal representation on the school council, the Governing Body, the Parent Teacher Association and parent focus groups;
- Make all school events fully inclusive and the school welcoming to all genders and sexualities;

- Draw up a plan with tangible aims for the promotion of equality within the staffing structure of the school;
- There will be no discrimination in admissions, exclusions or transitions;
- Develop gender equality and sexual equality policies through consultation with staff, students, unions and parents and subject the policies to regular review; and
- Challenge gender stereotypes through the curriculum and on a daily basis.

Disability Equality

Definition of Disability

The *Equality Act 2010* defines a person as disabled if they have a physical or mental impairment that has a substantial and long-term adverse effect on a person's ability to carry out normal day-to-day activities. The Governing Body recognises its duties under the *Equality Act 2010* not to discriminate against disabled pupils in their admission or exclusion, nor in the provision of education and associated services.

Gusford Primary School's policies will always take into account the needs of disabled staff, pupils and visitors to the school.

Disabled Pupils

The Governing Body and **Gusford Primary School** will also have regard to the *SEND Code of Practice 2015* and the *SEN Code of Practice 2001* where relevant, when carrying out our duties toward all pupils with SEN and disabilities. The school's compliance with the *Equality Act 2010* is consistent with **Gusford Primary School's** SEN and Disability Policy and our Supporting Pupils with Medical Conditions Policy. This policy should also be read in conjunction with **Gusford Primary School's** Accessibility Plan and Reasonable Adjustments Policy for Pupils.

Gusford Primary School values the full range of its pupils and seeks to ensure that all practices are fully inclusive. Every effort will be made to ensure that 'reasonable adjustments' are made to accommodate disabled pupils. We will make reasonable adjustments to make sure that the school environment is as accessible as possible. We will also provide auxiliary aids and services when appropriate and reasonable.

The Involvement of Disabled People

Gusford Primary School is committed to the involvement of disabled people. The following steps have been taken to secure this involvement:

- Local organisations for disabled people have been approached for their comments;
- Disabled members of staff have been involved in the group devising this statement;
- Parents of disabled children attending the school have been asked to contribute;
- Union representatives have been asked for their views;

- The school has had regard to the local authority protocol (where relevant); and
- The school council has been asked to comment on the treatment of disabled pupils by staff and their fellow pupils in school.

Information

Gusford Primary School recognise the importance of collecting, analysing and acting upon information, if we are to discharge our equality duty. Accordingly we will collect the following information:

- Data on the employment of disabled people. Disability monitoring. It is recognised that the number of disabled employees is likely to be statistically small in a small workforce and that it will be important to look at trends rather than at the year-on-year fluctuations;
- Qualitative information from disabled employees or would-be employees. This will include an exit questionnaire;
- Performance data for disabled children;
- Disciplinary and bullying data for disabled children; and
- Qualitative and quantitative information on the effect of interventions in regard to disabled children.

Actions Taken

The actions of **Gusford Primary School** in regard to disability equality will be published annually. The **HEAD TEACHER** and senior staff will draw up a revised statement, including the Special Educational Needs Co-ordinator (SENCO), involving disabled people.

Planning the Curriculum

Gusford Primary School will provide a curriculum that provides equal opportunities for all pupils including those with disabilities and also raises awareness of disability issues. Wherever possible, we will obtain data on future pupil population, to enable advanced planning to accommodate the needs of children with disabilities. The curriculum will be differentiated where necessary by task, outcome and support offered.

Physical Environment

Gusford Primary School will take account of the needs of pupils, potential pupils, staff and visitors with disabilities when planning and undertaking future improvements and refurbishments. We will review the physical environment annually and identify priorities for the coming year.

Gusford Primary School will also ensure that there is a budget for auxiliary aids and services in excess of those provided under a statement of special educational needs or through an EHC Plan.

Accessibility Plans

Accessibility plans **must** show how **Gusford Primary School** are planning strategically to increase access over time. The plan **must** show how the school is:

- Increasing the extent to which disabled pupils can participate in the curriculum;
- Improving the physical environment so that those with disabilities can take better advantage of the education, benefits and facilities provided; and
- Improving the availability of accessible information to those with disabilities.

Ofsted inspections may include a school's accessibility plan and planning as part of their review.

Contact with Parents and Carers

When providing newsletters and information for parents and carers, **Gusford Primary School** will make this information available in accessible formats so that disabled parents or carers can easily access the information. **Gusford Primary School** will also ensure that events for parents and carers such as open evenings, meetings with teachers, are held in accessible parts of the building.

Wider Implications

Gusford Primary School has a role as a service provider to make our buildings accessible when we hire out rooms or parts of the building. The school's procurement policies will address, where appropriate, the obligation to promote disability equality and equality between disabled people and other people.

Guidance, Support and Training

Guidance, support and training will be provided to all members of staff to ensure that the school's commitment to disability equality is fully realised. All staff (teaching and support staff) **must** attend training regarding duties to disabled pupils and members of staff and attend updating sessions when deemed necessary by the **HEAD TEACHER**. Support staff working with disabled pupils or members of staff and will be given relevant training.

Administration

- Venues for meetings will take account of the needs of all participants; and

- Venues for teaching and learning will take into account the particular needs of the learners, teachers and teaching assistants.

Documents

Language used in documents will reflect and promote equal opportunities and font style and size will take account of the full range of readers. Access to documentation will include alternative formats such as tape, disk, large print and languages other than English, if spoken or read at home.

Reports to the Police

Incidents that may be considered 'hate crimes' need to be reported to the police and will be reported via the Police School Liaison Officer.

Publication

The School will publish information on their compliance with the Equality Duty annually on the [Gusford Primary School](#) website and in a report to parents. This report will be made available to any person asking for it. The report will include progress by [Gusford Primary School](#) towards its equality objective.

Training and Support

[Gusford Primary School](#) recognises its responsibility for providing training and support for the governors and staff (and any volunteers or staff not employed by the school).

Complaints Procedure

Anyone in **Gusford Primary School** who feels that this policy is not being followed is entitled to raise the matter with the **HEAD TEACHER**. Anyone outside **Gusford Primary School** who wishes to make a formal complaint must do so through the school's complaints procedure.

Responsibilities

The Governing Body

- Will ensure that account is taken of the equal opportunity principles and policies in the managing of staff and pupil issues;
- Will appoint an equal opportunities officer (EOO) who will have the promotion of equality and the prevention of discrimination as part of his/her job description;
- Will make and maintain equal opportunity policies;
- Will monitor the progress of its policies annually, and will review the policies;
- Will receive reports from the **HEAD TEACHER** termly as part of the termly report;
- Will ensure that an adequate budget is provided;
- Will analyse and consider annually the progress made by the **Gusford Primary School** towards realising the objectives; and
- Will appoint one governor to act as designated governor for equal opportunities, which will include responsibility for liaising with the EOO on the equality duty.

HEAD TEACHER

The **HEAD TEACHER** has responsibility for the **Gusford Primary School** equality policies, for delegating responsibilities and tasks to other staff and for ensuring that the policy is known and understood by staff, students and parents.

The **HEAD TEACHER** must also present general reports, statistics and incident reports to the Governing Body and its committees as agreed. The **HEAD TEACHER** will demonstrate through personal leadership the importance of this policy, and will:

- Ensure that procedures are in place to implement the policy;
- Ensure that all staff are aware of the policy and understand their roles and responsibilities in relation to this policy;
- Monitor the work of the equal opportunities officer (EOO);
- Ensure that job descriptions contain appropriate references to equal opportunities;
- Publish annually a report on actions taken to promote equal opportunities;
- Assess the impact of this policy through developing an action plan; and
- Liaise with parents and relevant representatives of the community.

The Equal Opportunities Officer (EOO)

A senior member of staff will be appointed as the Equal Opportunities Officer (EOO) to be responsible for equal opportunities policies. The EOO will be responsible to the **HEAD TEACHER** for:

- The implementation of the policies;
- Liaison with governors, staff, parents, and pupils over equal opportunity issues;
- Liaison as appropriate to ensure that equality is promoted in the curriculum;
- Keeping up-to-date with current thinking;
- Collection of relevant information;
- Attending appropriate courses and training sessions;
- Training and support of staff;
- Ensuring that any incidents of discrimination are appropriately dealt with, and outcomes recorded;
- Advising the **HEAD TEACHER** on the development of the policy; and
- Publicising the outcomes of the policy;

Heads of Department/Subject Co-ordinators

Heads of department/subject co-ordinators will be responsible for:

- Making, reviewing and monitoring curriculum policies in their own subject areas to ensure that equality is being appropriately promoted in line with **Gusford Primary School** policy;
- Identifying training and support needs; and
- Liaising with the EOO over equal opportunities issues.

Teachers

Teachers will familiarise themselves with this policy and know what their responsibilities are to ensure that the policy is implemented. They will know the implications of the policy for their planning, teaching and learning strategies as well as for behavioural issues.

Support Staff

All support staff must familiarise themselves with this policy and know what their responsibilities are in ensuring that it is implemented.

Parents and Members of the Community

Parents and appropriate members of the community will be involved in the development and monitoring of the policy and any programmes generated by it under arrangements drawn up by the **HEAD TEACHER** and approved by the Governing Body. The Governing Body and school EOO will be expected to liaise with parents and appropriate members of the community in the development of the policy and implementation of actions to promote harmony.

Monitoring and Review

The **HEAD TEACHER** will monitor the implementation of the policy and will report to the Governing Body.