



SAINT JOHN'S

Equality Policy

Summer 2018



Aim

At Saint John's Primary School we provide equality in all aspects of the school. This includes race, gender, disability, faith. We encourage all members of the school community to realise their own potential responsibilities towards this goal which is achieved through our school ethos of 'Where children flourish' by:

- ❖ Promoting Christian Values
- ❖ Ensuring every individual is cared for
- ❖ Aspiring to the highest academic standards of achievement
- ❖ Creating an engaging and enriching curriculum
- ❖ Encouraging healthy, active lifestyles

The school is committed to an inclusive ethos based on respect for everyone. We strive to prepare pupils for life in a diverse and ever changing society through a number of ways including:

- ❖ Personal, Social, Health, Citizenship and Education (PSHCE) sessions
- ❖ Taking action to eliminate discrimination and harassment
- ❖ Ensuring that methods of assessment do not disadvantage pupils for whom English is an additional language
- ❖ Purchasing resources which will reflect physical, ethnic and cultural diversity
- ❖ Planning opportunities for children to discuss issues of equality
- ❖ Visiting local places of worship such as a church, Mosque, Synagogue
- ❖ Encouraging local stakeholders from a variety of cultural background to support the school with curriculum enrichment activities

The school will:

- ❖ Promote equality of opportunity between disabled and non-disabled people, women and men and between different racial groups
- ❖ Eliminate discrimination and harassment on the grounds of disability, sex, race or ethnicity, sexual orientation and religion or beliefs.
- ❖ Promote positive attitudes towards disabled people.
- ❖ Encourage participation of disabled people's needs, even if this requires more favourable treatment.

Action by School Leadership Team (SLT) responsible for the Equality Scheme:

- ❖ Raise awareness of elements of the duties with all staff, governors, parents and pupils.
- ❖ Refer to 'Implementing the DDA in School' published by the Disability Rights Commission
- ❖ Ensure understanding of the broad definition of disability within the DDA.
- ❖ Encourage disclosure of disability by pupils, parents, staff and other users of the school.
- ❖ Refer to 'The Gender Equality Duty and Schools' published by the Equal Opportunities Commission.
- ❖ Work with trade unions to implement the gender duty in employment functions.
- ❖ Create an action plan for the equality duties.

It is unlawful for a school to discriminate against a pupil or prospective pupil by treating them less favourably because of their:

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

Definition of disability

The DDA defines a disabled person as someone who has:

‘A physical or mental impairment which has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.’

Definition of the terms:

- ❖ ‘physical impairment’ includes sensory impairments;
- ❖ ‘mental impairment’ includes learning difficulties and an impairment resulting from or consisting of a mental illness;
- ❖ ‘substantial’ means ‘more than minor or trivial’
- ❖ ‘long-term’ is defined as 12 months or more.

The definition includes a wide range of impairments, including hidden impairments such as dyslexia, autism, speech and language impairments, Attention Deficit Hyperactivity Disorder (ADHD). These are all likely to amount to a disability, but only if the effect on the person’s ability to carry out normal day-to-day activity is substantial and long-term, as defined above.

The effect on normal day-to-day activities is on one or more of the following:

- ❖ Mobility
- ❖ Manual dexterity
- ❖ Physical co-ordination
- ❖ Continence
- ❖ Ability to lift, carry or otherwise move everyday objects;
- ❖ Speech, hearing or eyesight;
- ❖ Memory or ability to concentrate, learn or understand;
- ❖ Perception of risk physical danger.

Some people are automatically covered by the definition: those with cancer, multiple sclerosis, HIV infection or a severe disfigurement. There are special provisions for people with progressive or recurring conditions.

Involvement of pupils, staff and other users of the school.

The school will consider and plan to involve pupils, staff, parents and other users of the school in relation to the race, disability and gender equality duty. The school will continue to take into account the preferred means of communication for those with whom they are consulting.

The school will ensure the involvement of a range of people and hear a range of views to the disability, gender and race equality duties.

Information gathering

The collection of information is crucial to supporting St John's C of E Primary School in making decisions about what actions would best improve opportunities and outcomes for pupils, staff and parents. The information will also subsequently help us to review our performance.

Information will be detailed enough to enable us to measure the delivery on equality duties relating to disability, race and gender, to assess the impact of the changes made and to help the school identify which of our priorities have been achieved.

Information to be gathered

- ❖ Recruitment, development and retention of disabled employees, women and men from different racial backgrounds.
- ❖ Educational opportunities available to and achievement of disabled, female and male pupils and pupils from different racial backgrounds.
- ❖ Identification of disabled pupils, parents, carers, staff and other users of the school to develop the Action Plan (All efforts to be made to collect information)
- ❖ Activity choices of both genders
- ❖ Bullying and harassment on the grounds of gender, disability and race.

Impact assessments.

Impact assessments refer to the review of all current and proposed policies and practices in order to help the school act to ensure no gender, racial group or disabled person is disadvantaged by school activities and to promote race, disability and gender equality. Impact assessments are an on-going process to ensure that our policies and practices develop, evolve and are incorporated into the school's planned review and revision of every policy.

Every new policy or procedure will be drawn up with regard to our duties to promote race, disability and gender equality and to eliminate discrimination and harassment within the school community.

Managing and Reporting Racial Incidents

We promote good relations between people of different racial groups. However, should such harmony be breached, the Head teacher will record and report allegations of racial incidents which occur on the school premises in accordance with LA procedures. There will be a thorough investigation and the County's approved procedure will be followed. The School will review action taken to deal with incidents and will establish a support mechanism for victims and perpetrators alike.

The Head teacher will report to Governors at the next meeting following any incident.

Making it happen

The policy will be supported by individual action plans relating to disability, gender and race equality.

The main document that will inform the development of this policy is: The Equality Act 2010 and Schools: Departmental advice for school leaders, school staff, governing bodies and local authorities.

KEY LEGISLATION

Equality strand legislation

Equality Act 2010

Children and Families Act 2014

SEND code of Practice 2014

Age Employment Equality (AGE) Regulations 2006

Religion or belief Employment Equality (Religion or Belief) Regulations 2003, as amended

Equality Act 2006

Sexual orientation Employment Equality (Sexual Orientation) Regulations 2003, as amended

Health Standards (England) Regulations 2003