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**Equality Policy &Objectives**

**2020-2023**

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|  | Reviewed | February 2020 |  |
|  | Frequency of Review  | Objectives every 4 years and information annually |  |
|  | Written by | Lisa Jones |  |
|  | Approved by: | Full Local Advisory Board on 10 February 2020 |  |

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1. **Introduction**

Our school’s mission statement talks of valuing the individuality of all of our children. We are committed to giving all our children every opportunity to achieve the highest of standards. We do this by taking account of pupils’ varied experiences and needs. We offer a broad and balanced curriculum, and have high expectations of all children. The achievements, attitudes and well-being of all our children matter. This policy is intended to help to ensure that this school promotes the individuality of all children, irrespective of ethnicity, religion, attainment, age, disability, gender or background.

This equality policy enables our school to meet our statutory obligations. The Equality Act 2010 replaced all existing equality legislation such as the Race Relations Act, Disability Discrimination Act and Sex Discrimination Act. It consolidated this legislation and also provided some changes for schools. It covers sex, race, disability, religion or belief, sexual orientation, pupils who are pregnant or have recently given birth, undergoing or who have undergone gender reassignment and the school statutory duty to produce a Single Equality Scheme from April 2011.

The Equality Act 2010 provides a single, consolidated source of discrimination law. It simplifies the law and it extends protection from discrimination in some areas. As far as schools are concerned, for the most part, the effect of the current law is the same as it has been in the past – meaning that schools cannot unlawfully discriminate against pupils because of their sex, race, disability, religion or belief or sexual orientation. In May 2014, The Department for Education produced a non-statutory advisory document for school leaders, school staff, governing bodies and local authorities. It was produced to help schools to understand how the Equality Act affects them and how to fulfil their duties under the Act. It was updated to include information on same-sex marriage.

The 2010 Single Equality Act places a duty on governing bodies to publish information to show how their school complies with the Equality Duty. Schools must have done this by 6 April 2012 and annually thereafter.

The are 3 areas of the Equality Duty that schools are expected to report on:

* Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010
* Advance equality of opportunity between people who share a protected characteristic and people who do not share it
* Foster good relations across all characteristics, and between people who share a protected characteristic and people who do not share it

**2. Aims and Objectives**

We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school. (See Initial Equality Impact Assessment)

 We aim to provide the best education for all at Ratby Primary School. The ethos of our school clearly reflects our commitment to fully including, respecting and supporting all members of our school community whatever their cultural background, belief, gender, race or disability.

**In our school:**

* We promote the principle of fairness and justice for all through the education that we provide in our school.
* We seek to ensure that all pupils have equal access to the full range of educational opportunities provided by the school making reasonable adjustments for those pupils with a specific need or disability.
* We constantly strive to remove any forms of indirect discrimination that may form barriers to learning for some groups.
* We ensure that all recruitment, employment, promotion and training systems are fair to all and do not discriminate against any one group and provide opportunities for everyone.
* We challenge personal prejudice and stereotypical views whenever they occur.
* We value each pupil’s worth, we celebrate the individuality and cultural diversity of the community centered on our school, and we show respect for all minority groups.
* We are aware that prejudice and stereotyping are caused by poor self-image and by ignorance. Through positive educational experiences, and support for each individual’s legitimate point of view, we aim to promote positive social attitudes, and respect for each other.

**3. Discrimination**

Our Policy includes the guidance relevant to schools. The Act makes it unlawful for the responsible body of a school to discriminate against, harass or victimise a pupil or potential pupil:

• 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.

**Racial Equality**

In our school we will:

strive to eliminate all forms of racism and racial discrimination and harassment.

promote equality of opportunity;

promote good relations between people of different racial and ethnic groups.

It is the right of all pupils to receive the best education the school can provide, with access to all educational activities organised by the school. We do not tolerate any forms of racism or racist behaviour. Should a racist incident occur, we will deal with it in accordance with school procedures (see policies for Racial Equality and for Behaviour).

We endeavour to make our school welcoming to all minority groups. Thus, for example, we will immediately remove any offensive graffiti that we may find in school. We promote an understanding of diverse cultures through the topics studied by the children, and we reflect this in the displays of work shown around the school.

Our curriculum reflects the attitudes, values and respect that we have for minority ethnic groups. So, for example, in the curriculum topic on religious festivals, the children learn the importance of Diwali to Hindus and Sikhs.

**Gender Equality**

We recognise that nationally the achievement of boys is falling behind that of girls. We are committed to seeing all individuals and groups of pupils making the best progress possible in our school.

We have put in place a number of measures to raise the achievement of the boys. These include:

* dealing with negative aspects of boys’ behaviour, including bullying, physical aggression and name-calling;
* removing gender bias from our resources;
* encouraging boys to read fiction.

To make our teaching more boy-friendly, we:

* begin a lesson by stating the learning outcomes, and giving the ‘big picture’;
* employ a variety of activities, and include a kinesthetic element;
* provide challenge, competition and short-term goals;
* give regular positive feedback and rewards;
* set writing tasks that are cross-curricular, that have been modelled first, and for which there are frames and scaffolds available and to provide alternative methods of recording.

To provide good role models to support girls to: -

* Be involved in a range of activities (i.e. football, cricket, basketball etc.)
* Be aware of the vast range of career opportunities regardless of gender.
* To provide training where necessary to reduce stereotypical language related to girls.
* Display positive images in relation to gender i.e. employment, sporting activities.
* Make age appropriate development in Mathematics in line with other groups.

We realise that although gender is one of the key factors affecting educational performance, it affects different sub-groups of boys and girls in different ways. Social class, ethnic origin, transgender and local context are all strongly linked to performance.

**Protected Characteristics**

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

**Association**

We will not discriminate because of the sex, race, disability, religion or belief, sexual orientation or gender reassignment of another person with whom the pupil is associated. So, for example, a school must not discriminate by refusing to admit a pupil because his parents are gay men or lesbians. It would be race discrimination to treat a white pupil less favourably because she has a black boyfriend.

**Perception**

It is also unlawful to discriminate because of a characteristic which you think a person has, even if you are mistaken. So a teacher who consistently picks on a pupil for being gay will be discriminating because of sexual orientation whether or not the pupil is in fact gay. The Act extends protection against discrimination on grounds of pregnancy or maternity to pupils, so it will be unlawful – as well as against education policy – for a school to treat a pupil unfavourably because she is pregnant or a new mother.

Protection for transgender pupils against gender reassignment discrimination is also included in this Act. The term “protected characteristics” refers to the personal characteristics to which the law applies.

**Unlawful behaviour**

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

**1. Direct discrimination** occurs when one person treats another less favourably, because of a protected characteristic, than they treat – or would treat – other people. This describes the most clear-cut and obvious examples of discrimination – for example if a school were to refuse to let a pupil be a part of school council because she is a lesbian.

**2. 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.

**3. 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 because of a protected characteristic.

**4. 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. It is considered as singling out someone for unjust treatment.

**Special Provisions for Disability**

The law on disability discrimination is different from the rest of the Act in a number of ways. In particular, it works in only one direction – that is to say, it protects disabled people but not people who are not disabled. This means that schools 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 The definition of what constitutes discrimination is more complex. Provision for disabled pupils is closely connected with the regime for children with special educational needs.

**Acts of Worship**

There is a general exception, which applies to all schools, to the religion or belief provisions which allows all schools to have acts of worship or other forms of collective religious observance. This means the daily act of collective worship, which for maintained schools is mandatory and should be of a broadly Christian nature, is not covered by the religion or belief provisions. The Equality Policy exception means that schools will not be acting unlawfully if they do not provide an equivalent act of worship for other faiths. Schools are also free to celebrate religious festivals and could not be claimed to be discriminating against children of other faiths if, for example, they put on a nativity play at Christmas or hold a celebration to mark other religious festivals such as Diwali or Eid.

The Equality Act does not deal specifically with school uniform or other aspects of appearance such as hair colour and style, and the wearing of jewellery and make-up, but the general requirement not to discriminate in the treatment of pupils applies here as in relation to other aspects of school policy. It is for the Local Advisory Board of a school to decide whether there should be a school uniform and other rules relating to appearance, and if so what they should be. This flows from the duties placed upon the Local Advisory Board by statute to manage the school. Ratby Primary School has a school uniform which pupils are encouraged to wear.

**Gender Reassignment**

Protection from discrimination because of gender reassignment in schools is new for pupils in the Equality Act, although school staff are already protected. It is unlawful for schools to treat pupils less favourably because of their gender reassignment. Gender reassignment is defined in the Equality Act as applying to anyone who is undergoing, has undergone or is proposing to undergo a process (or part of a process) of reassigning their sex by changing physiological or other attributes.

Our school will ensure that all gender variant pupils, or the children of transgender parents, are not singled out for different and less favourable treatment from that given to other pupils. If a pupil does decide to undertake gender reassignment any issues that arise will be sensitively handled.

**4. The Role of Local Advisory Board**

In this policy statement the Local Advisory Board has set out its commitment to equal opportunities, and it will continue to do all it can to ensure that all members of the school community are treated both fairly and equally.

The Local Advisory Board analyses and evaluates a range of school data. We check that pupils are making the best possible progress, and that pupils are supported in their learning. To do this we monitor:

* admissions;
* attainment;
* exclusions;
* rewards and sanctions;
* parents’ questionnaires.

The Local Advisory Board seeks to ensure that people with disabilities are not discriminated against when applying for jobs at our school. The Local Advisory Board take all reasonable steps to ensure that the school environment properly accommodates people with disabilities and also ethnicity, age, gender and transgender.

The Local Advisory Board will make reference to arrangements for disabled pupils in the school prospectus.

The Local Advisory Board welcome all applications to join the school, whatever the background ethnicity, gender / transgender or disability a child may have.

The Local Advisory Board ensures that no child is discriminated against whilst in our school whatever the background ethnicity, gender or disability a child may have. All children have access to the full range of the curriculum. If a child’s religion has a bearing on school uniform, then the school will deal with each case sensitively, and with respect.

**5. The Role of the Headteacher**

It is the Headteacher’s role to implement the school’s policy on equal opportunities, and s/he is supported by the Local Advisory Board in so doing.

It is the Headteacher’s role to make sure that all staff are aware of the school policy on equal opportunities, and that teachers apply these guidelines fairly in all situations.

The headteacher ensures that all appointments panels give due regard to this policy, so that no-one is discriminated against.

The Headteacher promotes the principle of equal opportunity when developing the curriculum, and in providing opportunities for training.

The Headteacher promotes respect for other people in all aspects of school life; in the assembly, for example, respect for other people is a regular theme, as it is also in displays around the school.

The Headteacher views all incidents of unfair treatment, and any racist incidents or harassment with due concern.

**6. The Role of the Class Teacher**

Class teachers do their best to ensure that all pupils are treated fairly and with respect. We do not knowingly discriminate against any child.

When selecting classroom material, teachers strive to provide resources which give positive images, and which challenge stereotypical images of all groups.

Class teachers should seek to implement this policy when designing schemes of work, both in our choice of topics to study, and in how we approach sensitive issues. So, for example, history topics include examples of the significant contributions women have made in this country’s history. In Geography the teacher attempts to counter stereotypical images of Africa and Asia, and to show the true diversity of development in different parts of the world.

All our teachers and support staff challenge any incidents of prejudice or racism. We record any incidents on the designated forms and draw them to the attention of the Headteacher.

**7. Monitoring and Review**

It is the responsibility of our Local Advisory Board to monitor the effectiveness of this policy. The Local Advisory Board will therefore:

* monitor the progress of pupils from all groups, comparing it to the progress made by other pupils in the school;
* monitor the staff appointment process, so that no-one applying for a post at this school is discriminated against;
* require the headteacher to report to Local Advisory Board annually on the effectiveness of this policy;
* take into serious consideration any complaints from parents, staff or pupils regarding equal opportunity;
* monitor the school’s behaviour policy, and the numbers of exclusions, to make sure that pupils from minority groups are not unfairly treated

Signed by Headteacher: ………………………………………………………… Date:……………………….

Signed by Chair of Local Advisory Board: ……………………………………………… Date:……………………….

Appendix 1

**Equality Objectives**

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| Objective | Outcomes | Measured by |
| To ensure pupils from all groups achieve well across the curriculum, including those pupils with SEND, those in receipt of the pupil premium, those from minority ethnic backgrounds and pupils who belong to a travelling community.  | Pupils in the above groups make progress in line with national levels and the gap between them and their peers is reduced. Pupils in these sub groups are effectively catered for in all lessons. | Tracking data, Lesson observations, Pupil Attitude Surveys, Work Scrutiny and Parental Consultation |
| Develop mindfulness across school to support pupil well-being and promote self-awareness, emotional regulation and enable pupils to adapt to challenges, change and promote a positive self-belief | Pupils develop more self awareness, resilience and barriers to learning are eliminated. | The introduction of GL Pass to monitor pupil well-being, barriers to learning and inform interventions. Use results to inform teaching, pastoral support, external support and targeted interventions. |