



# Equality Policy and Objectives

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## PRINCIPLES:

Maintained schools and academies, including free schools, must have due regard to the Public Sector Equality Duties. This means that they must take active steps to identify and address issues of discrimination where there is evidence of prejudice, harassment or victimisation, lack of understanding, disadvantage, or lack of participation for individuals with protected characteristics.

This document provides Great Bridge Primary School's Equality Information and Objectives Statement

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Signed by:

Miss Liz Regan

13/09/2019

Headteacher

Date:

Mr Bob Patel MBE

13/09/2019

Chair of Governors

Date:

## **Opening statement**

This policy and the attached objectives reflect the legal duties set out in the Equality Act 2010 and non-statutory guidance set out by the government in December 2011 and March 2012.

The first sections set out the school's aims to promote equality of opportunity and comply with the Act.

This is followed by information regarding the legal duties that school complies with in order to meet its duties under the Public Sector Equality Duties and all associated laws and guidance related to equality.

A section of statements reflecting on the responsibilities of different school groups is followed by Great Bridge Primary School's objectives related to securing an equality approach to all aspects of our school.

## Section 1: Equality Policy

At Great Bridge Primary School we welcome our duties under the Equality Act 2010. The school's general duties, with regards to equality are:

- Eliminating discrimination.
- Fostering good relationships.
- Advancing equality of opportunity.

We will not discriminate against, harass or victimise any pupil, prospective pupil, staff member (including volunteers) or prospective staff member (including prospective volunteers) because of their:

- Gender
- Age
- Race
- Disability
- Religion or belief
- Marriage or civil partnership
- Sexual orientation
- Gender reassignment
- Pregnancy or maternity

In addition to these nine protected characteristics as detailed in the Equality Act 2010, Great Bridge Primary also states its intention to assure equality irrespective of financial advantage or disadvantage i.e. children who receive Free School Meals or for whom school receives PPG: *See the Pupil Premium Policy.*

Great Bridge Primary School aims to promote pupils' spiritual, moral, social, and cultural development, with special emphasis on promoting equality, diversity and eradicating prejudicial incidents for pupils and staff. Our school is committed to not only eliminating discrimination, but also increasing understanding and appreciation for diversity.

### Teaching and Ethos to Eradicate Discrimination

Great Bridge Primary believes that a greater level of success from pupils and staff can be achieved by realising the uniqueness of individuals. Creating a prejudice-free environment where individuals feel confident and at ease is a commitment of the school. This environment is achieved by:

- Actively encouraging positive attitudes towards children and staff, expecting everyone to treat others with dignity and respect
- Always treating all members of the school community fairly
- Developing an understanding of diversity and the benefits it can have
- Adopting an inclusive attitude (see below)
- Adopting an inclusive curriculum that is accessible to all (see below)
- Encouraging compassion and open-mindedness

We are committed to having a balanced and fair curriculum. We believe that our pupils should be exposed to ideas and concepts that may be different from their understanding to help ensure that pupils learn to become more accepting and inclusive of others. Challenging and

controversial concepts will be delivered sensitively and in a way that prevents discrimination, and instead promotes inclusive attitudes and depth of understanding.

Within our curriculum:

- We will take necessary steps and make reasonable adjustments in order to meet the physical and learning needs of all children
- We will make necessary adjustments to ensure our school environment is accessible for all children if possible and with due regard to individual needs and sensitivities
- We will ensure learning opportunities within the wider curriculum include the promotion of British Values including the rights of individuals and the challenging of prejudice and stereotyping (as appropriate to children's age and level of understanding)
- We will monitor the progress of all groups of children and drive initiatives and interventions to assure children reach their full primary school potential and in alignment with our Inclusion Policy. Initiatives and interventions may include additional support or resources for SEN children and those with EAL in order to assure their access to the curriculum
- We will ensure all children are invited to take part in extra-curricular activities in line with the provision of additional funding related to specific age groups i.e. PE PPG. We will additionally ensure extra adult support is made available for individual children attending clubs if this ensures their participation and safety
- When necessary, we will seek the advice and guidance of outside agencies including specialist services
- We will monitor bullying and prejudice related incidents, providing additional support for victims and focused teaching for wrongdoers to enable their views and actions to more accurately reflect those of our school equality philosophy and British values. As necessary, we will discuss concerns with parents and carers with a view to eliciting their support in meeting these values within the home environment

For our staff:

- We will ensure all staff are aware of this policy and their legal duties under the Equalities Act 2010
- We will ensure all staff are aware of the Great Bridge Disability Equality Statement and Accessibility Plan
- We will ensure staff recruitment, appraisal, training opportunities and promotions ensure equality of opportunity for all staff
- We will ensure all deployment of staff takes into consideration staff wishes, experience and expertise alongside the needs of the school and individual children
- We will communicate the expectation that all staff are role-models for equality and as staff of Great Bridge Primary, they should deal with all matters relating to this with

fairness and challenge to inequality or prejudiced views alongside teaching to develop understanding related to appropriate views of equality and British values.

- We will guarantee that no redundancy is the result of direct or indirect prejudice. All disciplinary procedures are non-prejudicial, whether they result in warnings, dismissal, or any other disciplinary action.

## Section Two: Legal Duties

Legislation relating to equality and discrimination is laid out in the Equality Act 2010. This legislation covers employment (work), the provision of services and public functions, and education. Employers (schools) are liable for discriminatory acts of their employees if they did not take reasonable steps to prevent such acts. Employees can be liable for acts (where an employer took reasonable steps to prevent such acts).

*The following information and clarification points are provided by the Equality and Human Rights Commission in their guidance document 2014: ISBN: 978-1-84206-534-1*

*The information is included as part of the policy in order to provide guidance, information and clarification.*

### **The 'Protected Characteristics' within equality law are:**

**Age** - A person of a particular age (e.g. 32 year old) or a range of ages (e.g. 18 - 30 year olds). Age discrimination does not apply to the provision of education, but it does apply to work.

**Disability** - A person has a disability if s/he has, or has had, a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities. It includes discrimination arising from something connected with their disability such as use of aids or medical conditions. HIV, multiple sclerosis and cancer are all considered as disabilities, regardless of their effect.

**Gender reassignment** - A person (usually with 'gender dysphoria') who is proposing to undergo, is undergoing or has undergone gender reassignment (the process of changing physiological or other attributes of sex, therefore changing from male to female, or female to male). 'Trans' is an umbrella term to describe people with this 'Gender Identity'. 'Intersex' or 'Third Sex' is not covered by the Act but the school will treat Intersex children with the same degree of equality as children with gender dysphoria. Children as young as five may begin to show signs of gender dysphoria and therefore it is relevant in any school environment.

**Marriage and civil partnership** – Marriage and civil partnership discrimination does not apply to the provision of education, but it does apply to work.

**Pregnancy and maternity** - Maternity refers to the period of 26 weeks after the birth (including still births), which reflects the period of a woman's Ordinary Maternity Leave entitlement in the employment context. In employment, it also covers (where eligible) the period up to the end of her Additional Maternity Leave.

**Race** - A person's colour, nationality, ethnic or national origin. It includes Travellers and Gypsies as well as White British people. Religion and belief –

Religious and philosophical beliefs including lack of belief. Generally, a belief should affect your life choices or the way you live for it to be included in the definition. Religion and belief discrimination does not prevent a school from carrying out collective worship or other curriculum-based activities, but pupils may withdraw from acts of collective worship.

**Sexual orientation** - A person's sexual orientation towards the same sex (lesbian or gay), the opposite sex (heterosexual) or to both sexes (bisexual). Although children may not identify as gay or lesbian when very young, promotion of sexual orientation equality is as relevant in a primary school environment as it is in a secondary school. For example, a child may have an older sibling or parent who is gay. Children may experience friends 'questioning' or 'coming out' when they are in secondary school or college.

Schools with a particular religious ethos cannot discriminate against lesbian, gay or bisexual pupils. It is also unlawful to 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.

### **'Prohibited Conduct' (acts that are unlawful)**

#### **Direct discrimination**

Less favourable treatment because of a protected characteristic.

#### **Indirect discrimination**

A provision, criteria or practice that puts a person at a particular disadvantage and is not a proportionate means of achieving a legitimate aim.

#### **Harassment**

Conduct which has the purpose or effect of violating dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment. It includes harassment by a third party (e.g. customer or contractor) in the employment context.

#### **Victimisation**

Subjecting a person to a detriment because of their involvement with proceedings (a complaint) brought in connection with this Act.

#### **Discrimination arising from disability**

Treating someone unfavourably because of something connected with their disability (such as periods of absence from work or medical conditions) and failure to make reasonable adjustments.

**Gender re-assignment discrimination**

Not allowing reasonable absence from work for the purpose of gender-reassignment in line with normal provision such as sick leave).

**Pregnancy/maternity related discrimination**

Unfavourable treatment because of pregnancy or maternity. It includes unfavourable treatment of a woman or girl because she is breastfeeding.

**Discrimination by association or perception**

For example, discriminating against someone because they “look gay”, or because they have a gay brother; discriminating against someone because they care for a disabled relative. 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.

**Public Sector Duties (applies to schools):**

A school must, in the exercise of its functions, give due regard to the need to (in relation to protected characteristics above):

1. Eliminate discrimination, harassment, victimisation and any other prohibited conduct.
2. Advance equality of opportunity (remove or minimise disadvantage; meet people's needs; take account of disabilities; encourage participation in public life).
3. Foster good relations between people (tackle prejudice and promote understanding).  
In practice, ‘due regard’ means giving relevant and proportionate consideration to the duty, so decision makers in schools must have due regard when making a decision, developing a policy or taking an action as to whether it may have implications for people because of their protected characteristics.

**Reasonable Adjustments and Accessibility Plans Schools are required to:**

- Take reasonable steps to avoid disadvantage caused by a provision, criteria or practice or a physical feature that puts a disabled person at a substantial disadvantage compared to a non-disabled person. This involves removing or avoiding a physical feature, for example steps and lifts.
- Take reasonable steps to provide auxiliary aids/services.
- Provide information in an accessible format.
- Develop and implement (by allocating appropriate resources) an Accessibility Plan to:
  1. Increase disabled pupils' access to the school curriculum
  2. Improve the physical environment
  3. Improve provision of information.

The duty is an anticipatory and continuing one that schools owe to disabled pupils generally, regardless of whether the school knows that a particular pupil is disabled or whether the school currently has disabled pupils. The school will need to plan ahead for the reasonable adjustments. *See Disability Equality Statement and Accessibility Plan for the current period.*

## **Responsibilities:**

### **Governing Body**

- Ensure that the school complies with equality-related legislation.
- Ensure that the policy and its procedures are implemented by the Headteacher.
- Give due regard to the Public Sector Equality Duty when making decisions.

### **Headteacher**

- Implement the policy and its related procedures.
- Make all staff aware of their responsibilities and provide training as appropriate to enable them to effectively deliver this policy including linking discrimination with the marginalising of children and associated subsequent vulnerabilities linked to grooming and radicalisation.
- Take appropriate action in any case of actual or potential discrimination.
- Ensure that all staff understand their duties regarding recruitment and providing reasonable adjustments to staff. It is unlawful for an employer to enquire about the health of an applicant for a job until a job offer has been made, unless the questions are specifically related to an intrinsic function of the work - for example ensuring that applicants for a PE teaching post have the physical capability to carry out the duties. Schools should no longer require job applicants to complete a generic health questionnaire. Neither should a school seek out past sickness records until they have made a job offer.
- Ensure that all staff and pupils are aware of the process for reporting and following up bullying and prejudice-related incidents.

### **All staff**

- Enact this policy, its commitments and procedures, and their responsibilities associated with this policy.
- Deal with bullying and discriminatory incidents, and know how to identify and challenge prejudice and stereotyping
- Identify and take action to address isolated or marginalised children, supporting them to become integrated members of the class and accepted / included by peers.
- Promote equality and good relations and not discriminate on any grounds.
- Attend such training and information opportunities as necessary to enact this policy and keep up to date with equality legislation.
- To be models of equal opportunities through their words and actions.

### **Pupils**

- Refrain from engaging in discriminatory behaviour or any other behaviour that contravenes this policy.

### **Visitors** (e.g. parent helpers, contractors)

- To be aware of, and comply with, the school's equality policy.
- To refrain from engaging in discriminatory behaviour (for example, racist language) on school premises.



## Equality Objectives

<b>Aim</b>	<b>Actions</b>	<b>Key dates / staff</b>
To improve curriculum access for children with EAL	<p>Provide training by EAL coordinator to enable staff to recognise the difficulties faced by EAL children</p> <p>Audit actions taken by staff to support EAL children</p> <p>Provide age appropriate guidance regarding most effective actions to take when teaching / supporting children with EAL</p> <p>Ensure key language is a focus of pre-teach work</p> <p>Ensure key language is noted on planning, particularly for foundation subjects.</p> <p>Monitor standard of attainment for EAL children</p> <p>Monitor quality of teaching and learning for EAL children through foundation subject work scrutinies.</p>	<p>Judith Bedford</p> <p>Autumn 2017 training.</p> <p>Work / planning scrutinies</p> <p>Review attainment outcomes July 2018</p>
To improve analysis of achievement and subsequent focus of interventions and TIGS	<p>Provide training to all staff regarding analysis of "groups" including PPG and FSM, boys/girls etc. using Target Tracker</p> <p>Lead discussions regarding barriers to learning for groups and individuals causing concern – provision mapping and wider groups</p> <p>Provide staff with a proforma for recording groups and individuals causing concern and the actions to be taken</p>	<p>Judith Bedford</p> <p>Stephen Hales</p> <p>Spring Term 2018</p>
Continue to close the attainment gap between PPG and non PPG children in all core areas	<p>Identify PPG children making slow or no progress from 2017 final assessments.</p> <p>Complete provision mapping to ensure appropriate interventions and TIGs are in place with PPG children noted</p> <p>Complete analysis of termly assessments and identify any cohorts or groups of PPG children where the gap does not close – analyse appropriateness and success of interventions and make amendments as necessary</p>	<p>Jo Chappell /Jenny Waterman</p> <p>plus all staff</p> <p>Termly</p>
To revise RE teaching in line with new SACRE scheme	<p>Attend SACRE training</p> <p>Analyse new scheme and identify changes from current teaching content</p> <p>Make necessary changes to teaching schedule, ensuring a range of faiths continue to be taught across the primary age range</p> <p>Provide guidance regarding changes to staff</p>	<p>Sarah Bratt</p> <p>Spring 2018 (start)</p>
Continue to teach and promote British Values	<p>Provide reminder for staff regarding British Values within topic books and on display in classrooms</p> <p>Complete work scrutinies to monitor links to BV</p> <p>Provide professional training as required to raise standards of teaching BV or making appropriate links through topic work</p>	<p>Sarah Bratt and all staff.</p> <p>Termly</p>

See also Disability Equality Statement and Accessibility Plan