



**The RJ Mitchell
Primary School**

Equality Policy

Review due September 2017

At this school there is equality in access to the curriculum for every child. No child will be prejudiced against for this subject regardless of nationality, race, gender, religion or sexual orientation. We have reviewed this policy and can confirm that we believe that no individual or group is disadvantaged by the processes outlined. We do acknowledge that our policy is in English and should a family whose main language is other than English, become part of safeguarding processes we will make sure their language needs are conveyed to social care and hold social care to account in providing translation and support services as needed.

This policy has been reviewed and no individual or group in the school community is disadvantaged by the policy and processes. We do acknowledge that this policy is in English and we have families that are speakers of other languages. Should these families be part of child protection processes we will, supported by other multi-agency partners involved, ensure that language is not a barrier to clear access to this policy and the processes that may ensue.

Equality Policy

The Equality Act 2010 introduced a new public sector single equality duty which came into force on 6th April 2011.

1. Policy introduction

General duties:

At The RJ Mitchell Primary School we welcome our role in taking due regard to the need to:

- eliminate unlawful discrimination, harassment and victimisation.
- advance equality of opportunity and foster good relationships between people who share a characteristic and those who do not.

Specific duties:

At The RJ Mitchell Primary School we:

- publish equality information on the school website including equality objectives.

The “unlawful behaviour” outlined in the Act includes:

- discrimination
- harassment
- victimisation

The term “protected characteristic” is used to identify groups potentially at risk from unlawful behaviour.

The “protected characteristics” that may relate to schools are:

- disability
- gender
- race/ethnicity
- religion/belief
- sexual orientation/civil partnership
- gender reassignment
- pregnancy/maternity

See **Appendix A** for definitions.

The principles of this policy apply to all members of the extended school community, pupils, staff, governors, parents/carers and community members.

2. Equality – aims and values

At The RJ Mitchell Primary School we aim to provide equality and excellence for all, in order to promote the highest possible standards.

We are committed to the progress of all children, including those whose needs, dispositions, aptitudes or circumstances require additional support.

We consider all learners and their parents/carers to be of equal value, irrespective of disability, ethnicity, gender, gender identity, religion/beliefs and sexual orientation. We recognise that treating people equally does not necessarily involve treating them all the same.

We welcome our responsibility to foster a culture of respect for others within a caring environment.

3. The school's approach to promoting equality and eliminating discrimination

The overall objective of the school's Equality Policy is to provide a single framework to promote equality of opportunity, and to promote good relations and positive attitudes between people of diverse backgrounds in all its activities.

Through our Equality Policy, we seek to ensure that no pupils, staff, parents, guardians or carers or any other person through their contact with the school receives less favourable treatment on any grounds which cannot be shown to be justified.

Advancing equality of opportunity involves:

- removing or minimising disadvantages and taking steps to meet people's needs.
- facilitating participation in any activity in which participation by people sharing protected characteristics is disproportionately low.

Fostering good relations involves:

- tackling prejudice.
- promoting understanding.

4. Addressing prejudice and prejudice-related bullying

The school is opposed to all forms of prejudice and prejudice-related bullying. All prejudice-related incidents are identified, assessed, recorded and dealt with.

5. The school as an employer

We ensure that policies and procedures benefit all employees and potential employees, for example in recruitment and promotion, and in continuing professional development.

6. Consultation with stakeholders

We engage with a range of groups and individuals as appropriate, to ensure that those who are affected by policies or activities are consulted and involved in the review of existing provision.

7. Meeting the specific duties

We meet the requirements of the Specific Duties by publishing information that illustrates:

- the effect of policies and practices.
- details of engagement with key stakeholders.

8. Roles and responsibilities

All who work in the school have a responsibility for promoting equality and inclusion, and avoiding unfair discrimination.

The role of governors

- The governing body has set out its commitment to equal opportunities in this plan and it will continue to do all it can to ensure that the school is fully inclusive to pupils, and responsive to their needs based on race, gender and disability.
- The governing body seeks to ensure that people are not discriminated against when applying for jobs at our school on grounds of race, gender or disability.
- The governors take all reasonable steps to ensure that the school environment gives access to people with disabilities, and also strive to make

school communications as inclusive as possible for parents, carers and pupils.

- The governors welcome all applications to join the school, whatever a child's socio-economic background, race, gender or disability.
- The governing body ensures that no child is discriminated against whilst in our school on account of their race, sex or disability.

The role of the headteacher (or senior leader responsible for Equalities)

- It is the headteacher's role to implement the school's Equality Plan and s/he is supported by the governing body in doing so.
- It is the headteacher's role to ensure that all staff are aware of the Equality Plan, and that teachers apply these guidelines fairly in all situations.
- The headteacher ensures that all appointments panels give due regard to this plan, so that no-one is discriminated against when it comes to employment or training opportunities.
- The headteacher promotes the principle of equal opportunity when developing the curriculum, and promotes respect for other people and equal opportunities to participate in all aspects of school life.
- The headteacher treats all incidents of unfair treatment and any incidents of bullying or discrimination, including racist incidents, with due seriousness.

The role of all staff: teaching and non-teaching

- All staff will ensure that all pupils are treated fairly, equally and with respect, and will maintain awareness of the school's Equality Plan.
- All staff will strive to provide material that gives positive images based on race, gender and disability, and challenges stereotypical images.
- All staff will challenge any incidents of prejudice, racism or homophobia, and record any serious incidents, drawing them to the attention of the headteacher.
- Teachers support the work of ancillary or support staff and encourage them to intervene in a positive way against any discriminatory incidents.

9. Tackling discrimination

Harassment on account of race, gender, disability or sexual orientation is unacceptable and is not tolerated within the school environment.

All staff are expected to deal with any discriminatory incidents that may occur. They are expected to know how to identify and challenge prejudice and stereotyping; and to support the full range of diverse needs according to a pupil's individual circumstances. Termly Pupil Progress Meetings and Termly Learning Conferences will support this.

Racist and homophobic incidents and other incidents of harassment or bullying are dealt with by the member of staff present, escalating to a class teacher / Inclusion team/headteacher where necessary. All incidents are reported to the headteacher and racist incidents are reported to the governing body and local authority on a termly basis.

What is a discriminatory incident?

Harassment on grounds of race, gender, disability, sexual orientation or other factors such as socio-economic status, can take many forms including verbal or physical abuse, name calling, exclusion from groups and games, unwanted looks or comments, jokes and graffiti.

A racist incident is defined by the Stephen Lawrence Inquiry Report (1999) as: 'any incident which is perceived to be racist by the victim or any other person'.

- **Types of discriminatory incident**

- Types of discriminatory incidents that can occur are:
- Physical assault against a person or group because of their colour, ethnicity, nationality, disability, sexual orientation or gender;
- Use of derogatory names, insults and jokes;
- Racist, sexist, homophobic or discriminatory graffiti;
- Provocative behaviour such as wearing racist, sexist, homophobic or discriminatory badges or insignia;
- Bringing discriminatory material into school;
- Verbal abuse and threats;
- Cyber bullying, as discriminatory incidents are not necessarily face to face
- Incitement of others to discriminate or bully due to victim's race, disability, gender or sexual orientation;
- Discriminatory comments in the course of discussion;
- Attempts to recruit others to discriminatory organisations and groups;
- Ridicule of an individual for difference e.g. food, music, religion, dress etc;
- Refusal to co-operate with other people on grounds of race, gender, disability or sexual orientation.

Responding to and reporting incidents

It should be clear to pupils and staff how they report incidents. All staff, teaching and non-teaching, should view dealing with incidents as vital to the well-being of the whole school.

The procedure for responding and reporting is outlined below:

- Incident
- Member of staff to investigate further (if incident reported) or challenge behaviour immediately
- Response to victim and family/Response to perpetrator and family
- Action taken to address issue with year group / school if necessary e.g. through circle time / assembly
- Incidents to be reported to Governing body on a regular basis. Incident form to be completed and filed centrally.

10. Monitoring, reviewing and assessing impact

The policy will be regularly monitored and reviewed by staff and governors to ensure that it is effective in tackling discrimination, promoting access and participation, equality and good relations for any individual and between different groups, and that it does not disadvantage particular sections of the community. As part of this process the Equality objectives will be reviewed at least every three years.

Any pattern of inequality found as a result of impact assessments is used to inform planning and decision-making.

The Headteacher will provide monitoring reports for review by the Governing Body. These will include school population, recruitment, key initiatives, progress against targets and future plans.

Policy agreed September 2014

Reviewed by Senior Leadership Team September 2016

Policy to be reviewed and updated September 2017

Appendix A- Equality Policy 2014-2017

Protected characteristics:

Disability

A person has a disability if they have a physical and/or mental impairment which has a 'substantial and long-term adverse effect on their ability to carry out normal day-to-day activities'. This includes things such as asthma, diabetes and autism.

Gender

This makes reference to whether the person is male or female.

Ethnicity/Race

Race means a person's colour, nationality or ethnic/national origin.

Religion and Belief

Our families follow a number of different religions and belief systems, including Christianity, Hinduism, Catholicism, Judaism, Sikhism, Buddhism and Muslim

Other Groups:

Although the following are not named in the Act as Protected Groups we recognise that some children within these groups may be vulnerable:

Special Educational Need

English as an Additional Language

Free School Meals

Looked After Children

Pupil Premium

Traveller Children