

# Silsden Primary School Equality Policy and Plan



Date of Governing Board Approval: January 2018  
Review Date: January 2019

# EQUALITIES INFORMATION

## **About the Policy**

This Equality Policy for Silsden Primary School brings together all previous policies, schemes and action plans around equality including those that we had previously for Race, Gender and Disability. It includes all the protected characteristics covered under the Equality Act 2010 as well as other aspects which have the potential to discriminate against or to devalue any individuals within our community.

We are further committed to the development of cohesive communities both within our school's physical boundaries and within our local, national and global environments. We also welcome our duty under the Education and Inspections Act 2006 to promote community cohesion. We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities and the Human Rights Act 1998.

Our Equality Policy is inclusive of our whole school community – pupils/students, staff, parents/carers, visitors and partner agencies - who we have engaged with and who have been actively involved in and contributed to its development.

## **Legal Duties**

The purpose of this Policy is to set out how our practice and policies have due regard to the need to:

1. **Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act.** By removing or minimising disadvantages suffered by people due to their protected characteristics
2. **Advance equality of opportunity between people who share a protected characteristic and those who do not.** By taking steps to meet the needs of people from protected groups where these are different from the needs of other people
3. **Foster good relations between people who share a protected characteristic and those who do not.** By encouraging people from protected groups to participate in public life or in other activities where their participation is disproportionately low

We will ensure that those with protected characteristics are not discriminated against and are given equality of opportunity.

A protected characteristic under the act covers the following groups: age (for employees not for service provision); disability; race; sex (including issues of transgender); gender reassignment; maternity and pregnancy; religion and belief; sexual orientation; marriage and civil partnership (for employees).

In order to meet our general duties, listed above, the law requires us to do some specific duties to demonstrate how we meet the general duties. These are to:

1. publish equality information – to demonstrate compliance with the general duty across its functions **(we will not publish any information that can specifically identify any child)**

2. prepare and publish equality objectives

To do this we will collate data related to the protected characteristics and analyse this data to determine our focus for our equality objectives. The data will be assessed across our core provisions as a school. This will include the following functions: pupil achievement/under achievement; behaviour patterns; exclusions; admissions; attendance; parental involvement; staff recruitment or prejudice related incidents. Questions arising from this analysis are investigated and, if necessary, appropriate and reasonable action is put in place to address any significant discrepancies that are found between groups. (Data analysis and outcomes of action plans are reported on a regular basis).

***In addition, we will also:***

- Identify evidence already in the school within policies, reports to the Governing Body, school practice and staff training
- Examine how our school engages with the protected groups, identifying where practice could be improved
- Analyse our effectiveness in terms of equality

Our objectives will detail how we will ensure equality is applied to the functions previously listed, however where we find evidence that other functions have a significant impact on any particular group we will include work in this area.

In fulfilling our legal obligations, we will: recognise and respect diversity; foster and promote positive attitudes and relationships and a shared sense of belonging; observe good equalities practice, including staff recruitment, retention and development; aim to reduce and remove existing inequalities and barriers; consult and involve widely; strive to ensure that society will benefit.

**Responsibility** Promoting Equality is the whole school's responsibility.

<b>School Community</b>	<b>Responsibility</b>
<b>Governing Board</b>	Involving and engaging the whole school community in identifying and understanding equality barriers and in the setting of objectives to address these. Support, challenge and monitor progress towards achieving equality objectives. Publishing data and publishing equality objectives.
<b>Headteacher</b>	As above including: Promoting key messages to staff, parents and pupils about equality and what is expected of them and can be expected from the school in carrying out its day to day duties. Ensuring that all of the school community receives appropriate training to meet the need of delivering equality, including pupil awareness. Ensure that all staff are aware of their responsibility to record and report prejudice related incidents.
<b>Senior Leadership Team</b>	To challenge and support the Headteacher as above. Ensure fair treatment and access to services and opportunities. Ensure that all staff are aware of their responsibility to record and report prejudice related incidents.
<b>Teaching Staff</b>	Help in delivering the right outcomes for pupils. Uphold the commitment made to pupils and parents/carers on how they can be expected to be treated. Design and deliver an inclusive curriculum. Ensure that you are aware of your responsibility to record and report prejudice related incidents.
<b>Parents / Carers</b>	Take an active part in identifying barriers for the school community and in informing the Governing Body of actions that can be taken to eradicate these. Take an active role in supporting and challenging the school to achieve the commitment given to the school community in tackling inequality and achieving equality of opportunity for all.
<b>Pupils</b>	Uphold the commitment made by the Headteacher on how pupils and parents/carers, staff and the wider school community in tackling inequality and achieving equality of opportunity for all.
<b>Local Community Members</b>	Take an active part in identifying barriers for the school community and in informing the Governing Body of actions that can be taken to eradicate these. Take an active role in supporting and challenging the school to achieve the commitment made to the school community in tackling inequality and achieving equality of opportunity for all.

We will ensure that the whole school community is aware of the Equality Policy and our published equality information and equality objectives by publishing them on the school's website.

**Breaches** Breaches to this statement will be dealt with in the same ways that breaches of other school policies are dealt with, as determined by the Headteacher and the Governing Board

**Monitor & Review** This policy will be reviewed as part of the school's regular policy review cycle. The equality information and equality objectives will be reviewed annually.

## Equality Information

Protected characteristics	Aims of the general duty		
	How effective are we at eliminating unlawful discrimination, harassment and victimisation?	How effective are we at advancing equality of opportunity?	How effective are we at fostering good relations between people who share a protected characteristic and those who do not?
<b>Race</b>	Any Racist incidents are recorded on CPOMS and a procedure is in place to respond and prevent re-occurrence	The ethos of the school values difference and encourages all to achieve in a safe environment	Pupils represented on school council. Peer interaction across the school is positively encouraged.  Each individual is valued and included.  Year 4 children are actively involved with the Schools Linking Programme ensuring children gain an understanding of children from a range of backgrounds
<b>Disability</b>	Strong citizenship and PSHE curriculum. Any incidents of discrimination, harassment or victimisation would be clearly responded to and procedures are in place to prevent any re-occurrence	SEND progress is tightly monitored and provision adapted to ensure all make at least good progress continues.	Significant level of parental satisfaction. High level of pupil engagement.  Full involvement in all school activities
<b>Sex</b>	Our School ethos encourages achievement for both genders	In 2016/17 boys' attainment exceeded those of boys nationally. However, currently we have noted in certain cohorts a larger attainment gap between boys and girls. This is a focus in our school development plan.	Self-esteem of boys have been raised through selecting boy friendly themes within the curriculum e.g. pirates, Space, World War 2  Boys and girls play and learn together.  Mixed groupings are the norm in classes
<b>Gender reassignment</b>	Not currently applicable	Valuing differences are included in assemblies.	Not currently applicable
<b>Pregnancy and maternity</b>	Good at this – school supports staff through pregnancy and maternity.	Done well – smooth returns to work	Relations continue to be a significant strength with regards to individuals concerned.

<p><b>Age</b></p>	<p>To date there have been no evidence of incidents, victimisations or discrimination due to age.</p> <p>Staffing – stability in staff and long service records. Volunteers also have long service records.</p> <p>End of Key Stage 1 Data shows pupils with Summer birthdays often do less well at this stage than Autumn and Spring birthdays. To note: - we currently have a disproportionate % of boys (boy heavy) and this particularly impacts on attainment by the end of EYFS and KS1. Therefore Summer Born pupils progress is closely monitored alongside any additional vulnerabilities.</p>	<p>Done well with this – continue to provide opportunities for all pupils, staff and volunteers</p>	<p>Children visit the elderly people in the community throughout the year. They visit local Churches. Playground Buddies and Reading Buddies work effectively with younger children.</p> <p>The School Council has representatives from different age groups across school.</p>
<p><b>Religion and Belief</b></p>	<p>We hold data on our pupils’ religious beliefs, if their parents/carers have chosen to share this with us.</p> <p>Community cohesion is a significant strength of our school where mutual respect and tolerance is shown at all times.</p>	<p>We provide opportunities for pupils to learn about other faiths through the RE curriculum and through welcoming people from different faiths into our school to talk with pupils and share their experiences.</p>	<p>In place is a well -established RE curriculum which promotes an understanding of religion and belief and of religious teaching about tolerance. This is age appropriate.</p> <p>School recognises that collective worship needs to reflect the diverse faith requirements of pupils</p>
<p><b>Sexual orientation</b></p>	<p>Any homophobic incidents are recorded on CPOMS and procedures are in place to respond to prevent any re-occurrence.</p> <p>In KS2 we follow the Stonewall Assembly Programme which aims to promote tolerance and value difference</p>	<p>Not applicable</p>	<p>Any homophobic incidents are recorded on CPOMS and procedures are in place to respond to prevent any re-occurrence.</p> <p>In KS2 we follow the Stonewall Assembly Programme which aims to promote tolerance and value difference</p>

## EQUALITY OBJECTIVES 2017-2018

Protected characteristics	Aims of the general duty		
	<b>Eliminate unlawful discrimination, harassment and victimisation</b>	<b>Advance quality of opportunity between people who share a protected characteristic and those who do not</b>	<b>Foster good relations between people who share a protected characteristic and those who do not</b>
<b>Race</b>	<p><b><i>To celebrate and value differences of Race in school.</i></b></p> <p>Develop the use of CPOMS to monitor and respond to all unlawful, discrimination, harassment and victimisation</p>	<p>Ensure EAL pupils are supported by having access to appropriate support in order to raise their attainment. For example, Talk Boost intervention helps pupils gain in self-confidence</p> <p>Collect information from pupils and parents re; any specific interests not already on offer</p>	Continue with the Schools Linking Programme
<b>Disability</b>	<p><b><i>To celebrate and value differences of disabilities in school.</i></b></p> <p>To raise awareness of all forms of disability amongst people, being mindful of promoting positive attitudes through provision of suitable role models.</p>	<p>Celebrate the International Day of Persons with Disabilities Day on 3 December 2018 (United Nations)</p>	Take steps to meet the needs of people with a 'particular characteristic'. For example – provision of larger print / texts for those visually impaired. Peer to peer support. Tackle prejudice and promote understanding through the curriculum and the relevant policies e.g. anti-bullying and community cohesion

<b>Sex</b>	Aim to further raise boys' attainment in literacy across levels by the end of key Stage 2. Boys and girls to attain to their full potential	Continue to diminish the difference between girls' and boys' attainment in writing. Refer to School Development Plan	Conduct Boys surveys to gather their views of learning and the curriculum currently on offer. Match teaching styles to Boys learning styles.
<b>Gender reassignment</b>	Not currently applicable	Our uniform policy is gender neutral	Should a child with gender identity issues join the school we will seek advice and act accordingly to fully support the child
<b>Pregnancy and maternity</b>	Ensure every support is available to members of staff who are currently pregnant whilst in school and continue on maternity	Provide flexible working arrangements if required or requested by the member of staff	Open communication maintained throughout the pregnancy and post pregnancy period until the member of staff returns to work.
<b>Age</b>	Ensure age discrimination is not enforced in any respect for both adults and pupils. Support in terms of differentiated teaching and learning opportunities for the Summer born pupils as applicable.	Ensure pupil progress is monitored closely taking into account age differences within year group cohorts.	School to provide a mutual support network for all members of staff and ensure mentoring is in place for both adults and pupils who require additional support.
<b>Religion and Belief</b>	Bradford Syllabus for RE is followed and taught. Respect and tolerance are expected from all including those of no specific faith	Introduce new speakers to enrich the lives of the children, including Humanist visitors.	Open communication is essential whereby any parent or member of staff can declare or choose not to declare their religion or belief / non-belief



## Equality and Diversity Policy for School Staff

### **1 Policy**

- 1.1 The Governing Body of Silsden Primary School is committed to promoting equality of opportunity for all staff and job applicants. We aim to create a supportive and inclusive working environment in which all individuals are able to make best use of their skills, free from discrimination or harassment, and in which all decisions are based on merit.
- 1.2 We do not discriminate against staff on the basis of age; race; sex; disability; sexual orientation; gender reassignment; marriage and civil partnership; pregnancy and maternity; religion, faith or belief. (Equality Act 2010 protected characteristics). The principles of non-discrimination and equality of opportunity also apply to the way in which staff and Governors treat visitors, volunteers, contractors and former staff members.
- 1.3 All staff have a duty to act in accordance with this policy and treat colleagues with dignity at all times, and not to discriminate against or harass other members of staff, regardless of their status. This policy has been agreed following consultation with the trade unions and staff representatives
- 1.4 This policy does not form part of any employee's contract of employment and may be amended at any time.

### **2 Who is covered by the policy?**

- 2.1 This policy covers all individuals working at all levels and grades, including senior managers, employees, trainees, part-time and fixed-term employees, volunteers, casual workers, agency staff and governors (collectively referred to as **staff** in this policy).

### **3 Who is responsible for this policy?**

- 3.1 The Governing Body has ultimate responsibility for the effective implementation of this policy and the Head Teacher with responsibility for equalities issues has overall responsibility for the effective operation of this policy and for ensuring compliance with discrimination law. The Personnel Committee is responsible for monitoring the implementation of this policy and reporting on the progress made in achieving targets set by the Governing Body. Day-to-day operational responsibility including regular review of this policy, has been delegated to Head Teacher.

All managers must set an appropriate standard of behaviour, lead by example and ensure that those they manage adhere to the policy and promote our aims and objectives with regard to equal opportunities. Managers will be given appropriate training on equal opportunities awareness and equal opportunities recruitment and selection best practice. The Head Teacher has overall responsibility for equal opportunities training. All members of staff are personally responsible for ensuring that they adhere to the policy and promote our aims and objectives with regard to equal opportunities. In certain circumstances the Governing Body could be held to be vicariously liable for actions of their staff. Staff should be aware that they may be personally liable if they are found to have discriminated against another person whilst in school or on school-related business.

- 3.2 If you are involved in management or recruitment, or if you have any questions about the content or application of this policy, you should contact the Head Teacher to request training or further information.

### **4. Scope and purpose of the policy**

4.1 This policy applies to all aspects of our relationship with staff and to relations between staff members at all levels. This includes job advertisements, recruitment and selection, training and development, opportunities for promotion, conditions of service, pay and benefits, conduct at work, disciplinary and grievance procedures, and termination of employment.

4.2 We will take appropriate steps to accommodate the requirements of different religions, cultures, and domestic responsibilities.

## **5. Forms of discrimination**

5.1 Discrimination by or against an employee is generally prohibited unless there is a specific legal exemption. Discrimination may be direct or indirect and it may occur intentionally or unintentionally.

5.2 Direct discrimination occurs where someone is treated less favourably because of one or more of the protected characteristics set out above. For example, rejecting an applicant on the grounds of their race because they would not "fit in" would be direct discrimination. Indirect discrimination occurs where someone is disadvantaged by an unjustified provision, criterion or practice that also puts other people with the same protected characteristic at a particular disadvantage. For example, a requirement to work full time puts women at a particular disadvantage because they generally have greater childcare commitments than men. Such a requirement will need to be objectively justified.

5.3 Harassment related to any of the protected characteristics is prohibited. Harassment is unwanted conduct that has the purpose or effect of violating someone's dignity, or creating an intimidating, hostile, degrading, humiliating or offensive environment for them.

5.4 Victimisation is also prohibited. This is less favourable treatment of someone who has complained or given information about discrimination or harassment, or supported someone else's complaint.

## **6. Staff training and promotion and conditions of service**

6.1 Staff training needs will be identified through regular staff appraisals. All staff will be given appropriate access to training to enable them to progress within the organisation and all promotion decisions will be made on the basis of merit. Workforce composition and promotions will be regularly monitored to ensure equality of opportunity at all levels of the organisation. Where appropriate, steps will be taken to identify and remove unjustified barriers and to meet the special needs of disadvantaged or underrepresented groups.

6.2 Our conditions of service, benefits and facilities are reviewed regularly to ensure that they are available to all staff that should have access to them and that there are no unlawful obstacles to accessing them.

## **7. Discipline and Termination of Employment**

7.1 We will ensure that disciplinary procedures and penalties are applied without discrimination, whether they result in disciplinary warnings, dismissal or other disciplinary action.

7.2 We will ensure that redundancy criteria and procedures are fair and objective and are not directly or indirectly discriminatory.

## **8. Disability discrimination**

8.1 If you are disabled or become disabled, we encourage you to tell us about your condition so that we can support you as appropriate.

8.2 If you experience difficulties at work because of your disability, you should speak to the Head Teacher to discuss any reasonable adjustments that would help overcome or minimise the difficulty. The Head Teacher may wish to consult with you and your medical adviser(s) about possible adjustments. We will consider the matter carefully and try to accommodate your needs within reason. If we consider a particular adjustment would not be reasonable we will explain our reasons and try to find an alternative solution where possible.

8.3 We will monitor the physical features of our premises to consider whether they place disabled workers, job applicants or service users at a substantial disadvantage compared to other staff. Where reasonable, we will take steps to improve access for disabled staff and service users.

## **9. Fixed-term employees, Casual and Agency Workers**

9.1 We monitor our use of fixed-term employees, casual and agency workers, and their conditions of service, to ensure that they are being offered appropriate access to benefits, training, promotion and permanent employment opportunities. We will, where relevant, monitor their progress to ensure that they are accessing permanent vacancies.

## **10. Part-time work**

10.1 We monitor the conditions of service of part-time employees and their progression to ensure that they are being offered appropriate access to benefits and training and promotion opportunities. We will ensure requests to alter working hours are dealt with appropriately.

## **11. Breaches of this policy**

11.1 If you believe that you may have been discriminated against you are encouraged to raise the matter through our Grievance Procedure. If you believe that you may have been subject to harassment or bullying you are encouraged to raise the matter with the Head Teacher.

11.2 Allegations regarding potential breaches of this policy will be treated in confidence and investigated in accordance with the relevant procedure. Staff who makes such allegations in good faith will not be victimised or treated less favourably as a result. False allegations which are found to have been made in bad faith will, however, be dealt with under our Disciplinary Procedure.

11.3 Any member of staff who is found to have committed an act of discrimination or harassment will be subject to disciplinary action. Such behaviour may constitute gross misconduct and, as such, may result in summary dismissal. We take a strict approach to serious breaches of this policy.

## **12. Monitoring and review of the policy**

12.1 This policy is reviewed annually by the Standards and Pupil Welfare committee.

12.2 We will continue to review the effectiveness of this policy to ensure it is achieving its objectives.

12.3 Staff are invited to comment on this policy and suggest ways in which it might be improved by contacting the Chair of Governors..