

AIRE VIEW INFANT SCHOOL

Equality Policy

Based on the Equality Act 2010

Updated 2015

EQUALITIES INFORMATION

School Policy Updated 01 March 2015

(following additional guidance from “The Equality Act 2010 and schools. Departmental advice for school leaders, school staff, governing bodies and local authorities” May 2014 DfE)

About the Policy

This Equality Policy for Aire View Infant 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.

School Community	Responsibility
Governing Body	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.
Headteacher	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.
Senior Management Team	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.
Teaching Staff	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.

Parents	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.
Pupils	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.
Local Community Members	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 Body.

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 characteristic	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?
Race	<p>Racist incidents or prejudicial bullying are nil, and have been for the last four years.</p> <p>The school has an equalities statement published on the school notice board for all parents and visitors outlining our commitment to equality and opportunity for all</p>	<p>In 2014 EAL pupils attained marginally less well overall compared to those nationally</p> <p>An initiative called Aire View University was established since the last report. One of the many aims of this initiative was to increase the uptake, from ethnic minorities groups, of extra-curricular activities. This has proven highly effective and now 100% of the school pupil population have participated</p>	<p>Pupil representation on school council is representative of the school demographic.</p> <p>The achievements of all pupils are celebrated on a regular basis.</p> <p>The school celebrates cultural diversity and this is reflected in the school curriculum and multi-cultural displays.</p> <p>We actively encourage different groups to work collaboratively – this includes pupils, parents and others from the community both locally and internationally through links with Gambia.</p>
Disability	<p>Incidents or prejudicial bullying are nil, and have been for the last four years.</p> <p>Strong citizenship and PSHCE curriculum to educate pupils about disability and promote understanding of</p>	<p>Pupils attain highly and access the curriculum fully including extra-curricular activities (with appropriate support)</p> <p>SEN achievement data shows that those pupils with a statement of special needs</p>	<p>Significant level of parental satisfaction. High level of pupil engagement and inclusion.</p> <p>Disability groups and SEN service are consulted on provision for access to</p>

	equality.	<p>outperformed those nationally.</p> <p>Disabled adults are well catered for in terms of access and support.</p> <p>Through our accessibility plan we have improved provision and made adjustments to the building for disabled persons both pupils and adults</p>	<p>school and the curriculum</p> <p>Pupils with a disability are supported by other pupils and adults in school. A particular friend is initially nominated to help throughout the induction process. This normally results in a much longer term friendship.</p>
Sex	<p>In 2013, 45.5% of the school population was female. Both boys and girls out-performed national figures in all subjects. Girls out-performed boys in reading and writing and the boys out-performed the girls in Maths. (nationally girls out-performed the boys)</p> <p>Across EYFS, 85% of girls and 56% of boys achieved a Good Level of Development. This is in comparison with national figures of 60% and 44% respectively.</p> <p>Our data shows the gap between boys and girls achievement at Aire View is greater than the national picture and must continue to be addressed.</p>	<p>We continually monitor boys' attainment at different levels to support early intervention.</p> <p>To further engage boys in literacy and numeracy, the school noted that boys preferred active learning. As a result, schemes such as Physical Phonics were developed and introduced.</p>	<p>The self -esteem of boys has been raised through using themes that the male pupils identified as their interests (e.g. pirates, Traction Man, Space) to teach the curriculum.</p>
Gender reassignment	Not applicable	Not applicable	Not applicable
Pregnancy and	School supports staff through pregnancy	The school facilitates smooth returns to work. Staff sometimes decide to return on	Relations continue to be a significant strength with regard to individuals

maternity	and maternity.	a part-time basis following births. This is to maintain a good work- life balance. School has been supportive of this.	concerned.
Age	<p>To date there has been no evidence of incident, victimisations or discrimination due to age.</p> <p>Stability in staff and long service records. Volunteers also have long service records.</p> <p>Staff and volunteers represent range of different age groups from school leavers to those in their nineties.</p> <p>2011 Key Stage 1 Data shows pupils with Spring birthdays do less well than Autumn and Summer birthdays.</p> <p>In 2013 there was a larger percentage of Summer births 39%.</p>	<p>School provides opportunities for all pupils, staff and volunteers regardless of age.</p> <p>This is an area of significant strength. Strong inter-personal skills exist at all levels in school which ensures full engagement with all regardless of age.</p>	<p>All staff and volunteers, through supervisions, report that their needs are being met.</p> <p>Staff and volunteers from different age groups work together in an integrated way and complement each other well in our school.</p> <p>This enriches the experiences we are able to offer to pupils</p> <p>By encouraging people from different age groups to talk about and share their life experiences and this results in mutual support and respect. By working collaboratively in school and learning from each other</p>
Religion and Belief	<p>We hold data on our pupils' religious beliefs, if their parents/carers have chosen to share this with us. There has been an increase in children from the Muslim faith over the past six years and these have been welcomed and supported in school.</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 many 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 to 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>

	There is still a relatively low take up of extra-curricular opportunities of our pupils with different beliefs e.g. Islam.		<p>We have shared in various faith and cultural celebrations.</p> <p>Through delivery of the RE curriculum which is sensitive to needs and views of others. Visitors from other religions and faiths talk to the pupils; through collective worship – where similarities between religions are highlighted.</p>
Sexual orientation	Not applicable	Not applicable	Not applicable

Equality Objectives and Priorities for 2013-2015

Protected characteristics	Aims of the general duty		
	Eliminate unlawful discrimination, harassment and victimisation	Advance quality of opportunity between people who share a protected characteristic and those who do not	Foster good relations between people who share a protected characteristic and those who do not
Race	To continue to narrow the gap in attainment of ethnic minority pupils Access to relevant interventions. To further increase opportunity for EAL pupils to access extra-curricular activities	Ensure EAL pupils are supported by having access to appropriate interventions in order to raise their attainment. Collect information from pupils and parents re; any specific interests not already on offer	Ask school council to help gather views and act upon their findings
Disability			
Sex	To continue to further raise boys' attainment by igniting their enthusiasm for literacy across levels by the end of key Stage 1 Encourage more participation in creative home learning.	Focus on developing fine and gross motor skills through the Madeline Portwood programme. Continue to motivate and inspire boys through the creative curriculum	Conduct Boys surveys to gather their views of learning and the curriculum currently on offer. Match teaching styles to Boys learning styles.
Gender reassignment	Not applicable	Not applicable	Not applicable

Pregnancy and maternity			
Age			
Religion and Belief			
Sexual orientation	Not applicable	Not applicable	Not applicable

Equality and Diversity Policy for School Staff

1 Policy

- 1.1 The Governing Body of Aire View Infant 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 Pupil Progress & Welfare 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 the Head Teacher.

- 3.2 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.
- 3.3 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.

- 5.3 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.
- 5.4 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.
- 5.5 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 Pupil Progress and Welfare Committee.
- 12.2 We will continue to review the effectiveness of this policy to ensure it is achieving its objectives.
- 12.3 The Staff are invited to comment on this policy and suggest ways in which it might be improved by contacting The Chair of Governors.