

**Seascape Primary School**



# Whole School Policy for Equality & Diversity

Policy Author: T Duncombe Date 12.10.2021  
Adopted by the Governing Body:

Seascope Primary School is guided by a clear set of objectives and values, one of which is equality. We are committed to eliminating unfair and unlawful discrimination, harassment and victimisation; advancing equality of opportunity; and fostering good relations between different groups within the academy and the local community. We are determined to do everything we can to make sure that people are treated fairly and that everyone has access to the best education they can.

Unlawful discrimination, which results in unfairness in any aspect of schools employment policies and practices, curriculum or service delivery, will not be acceptable under any circumstances. We pledge to respect the equal human rights of our pupils, staff and other members of the school community, and to educate them about equality, diversity and cohesion.

### **Legislation and duties**

The following identifies the equality legislation that affects the school.

- Human Rights Act 1998
- Special Educational Needs and Disability Act 2001
- Education Act 2002 (section 78)
- Education and Inspectors Act 2006 (section 21(5))
- Equality Act 2010 – fully introduced in April 2011 The General Public Sector Duty of the Equality Act 2010 requires schools, in the exercise of their functions and decisions to have due regard to:
  - Eliminate discrimination, harassment and victimisation and any other conduct that is prohibited under the Act
  - Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it
  - Foster good relations between persons who share a protected characteristic and persons who do not share it.

This will apply to all pupils, staff and others using the facilities. We will give relevant and proportionate consideration to the public sector equality duty. Under equality legislation the school has the following specific equality duties, which this policy will meet:

- Produce a written equality policy identifying action to be taken to eliminate discrimination, advance equality of opportunity and foster good relations between different groups across school activity.
- Consult stakeholders (pupils, parents/carers/guardians and staff) on their perceptions of equality within the school and build the results of consultation into the equality policy.
- Transparency requires schools to set specific, measurable equality objectives and to publish information about their performance on equality, so that the public can hold them to account.
- Assess and analyse the impact of equality policies on pupils, staff, an parents/carers/guardians, in particular monitor pupil admissions, attainment levels and exclusions by disability, sex, religion and different racial groups. Take such steps as are reasonably practical to improve any adverse outcomes for any group
- Record all hate incidents and report them to school governors and the local authority on a regular basis (in conjunction with the Councils Guidelines for dealing with Bullying, Harassment & Hate Crime in Schools).

- Audit and monitor curriculum teaching and learning methods to ensure they are inclusive in the language and representation used, promote inclusion and physical activity for disabled pupils, and challenge stereotypes to promote community cohesion and a positive image of a diverse community.
- Reasonable Adjustments require schools to take reasonable steps to avoid substantial disadvantage where a provision, criterion or practice puts disabled pupils at a substantial disadvantage. This duty applies to existing pupils, applicants and, in limited circumstances, to disabled former pupils in relation to the following areas:
  - Deciding who is offered admission as a pupil
  - The provision of education
  - Access to any benefit, service or facility.
- Special Educational Needs duties require schools to not treat disabled pupils less favourably than non-disabled pupils, and to make reasonable adjustments to avoid putting disabled pupils at a substantial disadvantage.

Schools must also prepare an accessibility plan to increase accessibility for disabled pupils. This plan must cover: the physical environment; the curriculum; and written communication (the Planning Duty).

- The Equality Act 2010 (Specific Duties) Regulations 2011 requires schools to set measurable equality objectives and to publish information about their performance on equality, so that the public can hold them to account.

### **Who is protected?**

The Equality Act 2010 identifies a list of nine characteristics that are subject to its general duty. They are:

- Age
- Disability
- Gender reassignment
- Gender identity
- Marriage and civil partnership
- Pregnancy and maternity
- Race (ethnicity)
- Religion or belief
- Sex
- Sexual orientation

However, age and being married or in a civil partnership are NOT protected characteristics for the schools provisions for pupils.

We will have due regard to advancing equality of opportunity including making serious consideration of the need to

- Remove or minimise disadvantages suffered by persons who share a relevant protected characteristic that are connected to that characteristic
- Take steps to meet the needs of persons who share a protected characteristic that are different from the needs of persons who do not share it;
- Encourage persons who share a relevant protected characteristic to participate in public life or in any activity in which participation by such persons is disproportionately low.

We will take into account the six Brown principles of 'due regard'

- awareness – all staff know and understand what the law requires
- timeliness – implications considered before they are implemented
- rigour – open-minded and rigorous analysis, including parent/pupil voice
- non-delegation – the PSED cannot be delegated
- continuous – ongoing all academic year
- record-keeping – keep notes and records of decisions & meetings

We welcome the opportunity to be transparent and accountable. To this end we fulfil the specific duties of the Act by: ü publishing our equality information ü publishing our equality objectives

We aim to make the information accessible, easy to read and easy to find.

### **Legal framework**

We welcome our duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age (as appropriate), disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

We welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.

We recognise these duties are essential to 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 and the Public Sector Equality Duties 2010.

Guiding principles In fulfilling the legal obligations cited above, we are guided by nine principles:

**Principle 1:** All learners are of equal value. We see all learners and potential learners, and their parents and carers, as of equal value.

**Principle 2:** We recognise and respect difference.

#### **Treating people equally**

(Principle 1 above) does not necessarily involve treating them all the same. Our policies, procedures and activities must not discriminate but must nevertheless take account of differences of life-experience, outlook and background, and in the kinds of barrier and disadvantage which people may face.

#### **Principle 3:**

We foster positive attitudes and relationships, and a shared sense of cohesion and belonging. We intend that our policies, procedures and activities should promote:

- positive attitudes towards disabled people, good relations between disabled and non-disabled people, and an absence of harassment of disabled people
- positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, religious affiliation, national origin or national status, and an absence of prejudice-related bullying and incidents
- mutual respect and good relations between boys and girls, and women and men, and an absence of sexual, homophobic and transphobic harassment.

- positive attitudes and understanding of those women pregnant or during maternity.

**Principle 4:**

We observe good equalities practice in staff recruitment, retention and development We ensure that policies and procedures should benefit all employees and potential employees, for example in recruitment and promotion, and in continuing professional development.

**Principle 5:**

We aim to reduce and remove inequalities and barriers that already exist In addition to avoiding or minimising possible negative impacts of our policies, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist.

**Principle 6:**

We consult and involve widely People affected by a policy or activity should be consulted and involved in the design of new policies, and in the review of existing ones. We consult and involve all sectors of the school community.

**Principle 7:**

Society as a whole should benefit We intend that our policies and activities should benefit society as a whole, both locally and nationally, by fostering greater social cohesion, and greater participation in public life.

**Principle 8:**

We base our practices on sound evidence We maintain and publish quantitative and qualitative information about our progress towards greater equality.

**Principle 9:**

Objectives Every four years we formulate and publish specific and measurable objectives, based on the evidence we have collected and published. The objectives which we identify take into account national and local priorities and issues, as appropriate. We keep our equality objectives under review and report annually on progress towards achieving them.

**The curriculum**

We keep each curriculum subject or area under review in order to ensure that teaching and learning reflect the nine guiding principles.

**Ethos and organisation**

We ensure the guiding principles apply to the full range of our policies and practices, including those that are concerned with:

- pupils' progress, attainment and achievement
  - pupils' personal development, welfare and well-being
- teaching styles and strategies

- admissions and attendance
- staff recruitment, retention and professional development
- care, guidance and support • behaviour, discipline and exclusions
- working in partnership with parents, carers and guardians
- working with the wider community.

### **Addressing prejudice and prejudice-related bullying.**

The school is opposed to all forms of prejudice which stand in the way of fulfilling the legal duties.

There is guidance in the staff handbook on how prejudice-related incidents should be identified, assessed, recorded and dealt with.

We take seriously the importance of recording the numbers, types and seriousness of prejudice-related incidents at our school and how they are dealt with. We also investigate potential patterns and trends of incidents.

### **Roles and responsibilities**

The governing body is responsible for

- ensuring that the school complies with equality legislation;
- ensuring that the school's policy and its procedures and strategies are carried out and monitored with appropriate impact assessments informing future plans;
- scrutinizing the recording and reporting procedures at least annually;
- following the school's admissions policy, which is fair and equitable in its treatment of all groups;
- monitoring attendance and take appropriate action where necessary;
- having equal opportunities in staff recruitment and professional development and membership of the Governing Body;
- providing information in appropriate, accessible formats;
- being involved in dealing with serious breaches of the policy

### **The Head teacher is responsible for:**

- The implementation of the policy and its strategies and procedures;
- Ensuring that all staff receive appropriate and relevant continuous professional development;
- Actively challenging and taking appropriate action in any cases of discriminatory practice;
- dealing with any reported incidents of harassment or bullying in line with LA guidance;
- Ensuring that all visitors and contractors are aware of, and comply with, the school's equality and diversity policy;
- Producing a report on progress for governors annually.

### **All staff are expected to:**

- promote an inclusive and collaborative ethos in their classroom
- respond to prejudice-related incidents that may occur

- incorporate the principles of this policy into the curriculum
- keep up-to-date with equalities legislation relevant to their work.

### **Information and resources**

We ensure that the content of this policy is known to all staff and governors and, as appropriate, to all pupils and their parents and carers.

All staff and governors are signposted towards a selection of resources which discuss and explain concepts of equality, diversity and community cohesion in appropriate detail.

### **Religious observance**

respect the religious beliefs and practice of all staff, pupils and parents, and aim to comply with reasonable requests relating to religious observance and practice.

### **Staff development and training**

We ensure that all staff receive appropriate training and opportunities for professional development around equalities.

### **Breaches of the policy**

Breaches of this policy will be dealt with in line with the school's disciplinary policy.

### **Monitoring and evaluation**

We collect, study and use quantitative and qualitative data relating to the implementation of this policy, and make adjustments as appropriate.

We collect, analyse and use data in relation to achievement, relevant and appropriate to the profile of the school.

We will monitor the following policies to ensure that we are meeting equality duties.

- Pupil admission
- Pupil exclusion
- Pupil attainment
- The progress of pupils identified as having special educational needs
- Complaints
- All hate incidents
- Satisfaction surveys

We will disaggregate the results of monitoring by the equality profile (race, sex, religion and disability) to identify if there were any issues or outcomes particular to one specific group. Where relevant actions will be taken to improve any adverse outcomes for any group. The results of equality monitoring will be reported to the school governors annually. Any identified improvements will be included in the School's Improvement Plan. The results of such monitoring and analysis will be published, to enable viewing by any interested party.

### **Reporting progress**

School Governors will monitor the School's Single Equality Policy and Action Plan. The Head Teacher will produce an annual report for the School Governors on progress against the Single Equality Policy and Action Plan. The Single Equality Policy and Action Plan will be reviewed at least once in the next three years.

### **Equality Targets 2017-2021.**

1. To continue to raise achievement of students in receipt of Pupil Premium.
2. To continue to raise attendance of all students to 96%
3. To continue to raise achievement of all MAT students (most able and talented) to ensure they reach their targets.
4. To continue to close any gaps in student's literacy and numeracy at KS1 & KS2 to ensure equal access to curriculum.
5. To continue to embed the principles and values of equality in all year groups.

Signed: \_\_\_\_\_

Date approved by the Governing Body:

For further information on the Equality Act 2010 and exceptions for schools with religious character please see the document published by the DfE 'Equality Act 2010: Advice for School Leaders

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