



Alford Primary School

Alford Primary School Equality Policy

Date of last Review	Signature
Autumn 2024	Chair

Introduction

Alford Primary School is committed to ensure that diversity and equality are effectively incorporated into decision making and considered when recruiting, developing and leading staff as well as when developing and implementing effective teaching and learning for children through our curriculum.

This policy celebrates difference whilst also framing our commitment to create an inclusive culture, where people can come to work being themselves and feeling a strong sense of belonging. We believe that when we ensure a diverse workforce and an inclusive culture, we will amplify our effectiveness in forging strong partnerships and delivering positive impact for children. This policy has regard for the following policies, guidance and advice (DfE documents and legislation accessible from the Government website and Alford Primary School policies):

- Equality Act 2010
- DfE Keeping Children Safe in Education (KCSIE)
- DfE Working Together to Safeguard Children
- Data Protection Act 2018 and the UK General Data Protection Regulation (UK GDPR)
- Public Sector Equality Duty (PSED)
- Admission Policy
- School Behaviour Policy
- Uniform Policy
- Grievance Policy
- Safer Recruitment Policy
- Staff Code of Conduct
- Alford Primary School Handbook

The Equality Act 2010 was introduced to ensure protection from discrimination, harassment and victimisation on the grounds of specific characteristics (referred to as protected characteristics). This means that schools cannot discriminate against pupils or staff or treat them less favourably because of their sex (gender), race, disability, religion or belief, gender reassignment, sexual orientation or pregnancy or maternity.

Age, marriage and civil partnership are also “protected characteristics” but are not part of the school provisions related to pupils.

The Act requires all public organisations, including schools to comply with the Public Sector Equality Duty and two specific duties:

THE PUBLIC SECTOR EQUALITY DUTY (PSED) The PSED, introduced by the Equality Act 2010, applies to all public bodies including academies and extends to all protected characteristics. The duty requires us to:

1. Eliminate unlawful discrimination, harassment, victimisation or any other behaviour that is unlawful

2. Advance equality of opportunity between people who share a protected characteristic, as well as those who do not share one, in order to demonstrate relevant and proportionate consideration is being given to the above, we must ensure:
 - Decision makers are aware of and have due regard of the duty when making a decision or taking action and must assess the potential impact on any particular group
 - Policy developers should consider potential impact on any particular group before and during this process
 - The PSED is integrated into our functions seriously and with an open mind. As part of our commitment to advancing equality, diversity and inclusion in the Trust, and in accordance with the PSED, we will:
 - Publish our objectives and update these at least every four years
 - Share information annually to demonstrate our progress against each objective

This policy describes how our School is meeting these statutory duties and is in line with national guidance. It includes information about how our School is complying with the Public Sector Equality Duty and also provides guidance to staff and outside visitors about our approach to promoting equality.

Roles and responsibilities

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

TYPES OF DISCRIMINATION

Discrimination is unequal or differential treatment which leads to one person being treated more or less favourably than others are or would be treated in the same or similar circumstances on the grounds of a protected characteristic.

Direct discrimination Direct

Discrimination is where someone is treated less favourably than another person because of a protected characteristic they have or are thought to have (perceptive discrimination), or because they associate with someone who has a protected characteristic (associative discrimination).

Indirect discrimination Indirect discrimination can happen when there's a condition, rule, policy or a practice in the organisation that applies to everyone but particularly disadvantages people who share a protected characteristic.

Association discrimination

Association discrimination occurs when a person is treated less favourably because of their association with another person who has a protected characteristic.

Perceptive discrimination Perceptive

Discrimination occurs when a person directly discriminates against another person because the person thinks they possess a particular protected characteristic. This applies even if the person being discriminated against does not have the protected characteristic.

Victimisation

Victimisation is when an employee is treated badly because they have made or supported a complaint or raised a grievance under the Equality Act, or because they are suspected of doing so. If, following an investigation, it is found that an employee has maliciously made or supported an untrue complaint, they will not be protected under the Equality Act.

Our Governors are responsible for:

- Making sure the school complies with all current equality legislation;
- Making sure this policy and its procedures are followed.

The Headteacher and SLT are responsible for:

- Making sure the policy is readily available and that the governors, staff, pupils and their parents know about it;
- Making sure its procedures are followed and ensuring targets for the 'specific duties' are written at least every 4 years, worked on and evaluated yearly;
- Producing an annual Equality Statement for governors, staff and parents on progress towards equality targets and an overview of the diversity of the School population;
- Making sure all staff know their responsibilities and receive training and support in carrying these out;
- Taking appropriate action in cases of harassment and discrimination;
- Actively exploring and challenging our unconscious biases, which if unchallenged, will limit our decisions, behaviour and actions towards what we are primed to do or how we normally see things;
- Taking seriously complaints of bullying, harassment, victimisation and unlawful discrimination by fellow employees, customers, suppliers, visitors, the public and any others in the course of the Trust's activities;
- Making opportunities for training, development and progress available to all staff, who will be helped and encouraged to develop their full potential so their talents and resources can be fully utilised to maximise the efficiency of the school.

All our staff are responsible for:

- Dealing with racist, sexist and homophobic incidents, and being able to recognise and tackle bias and stereotyping;
- Providing a broad and balanced curriculum which values individuality and equality;
- Promoting equality and good community relations and avoiding discrimination against anyone for reasons of race, colour, nationality, ethnic or national origins, gender, disability, religion or belief, sexual orientation or socio-economic circumstances;
- Taking training and learning opportunities.

Equal Opportunities for Staff

- All staff appointments and promotions are made on the basis of merit and ability and in compliance with the law.

See School Employment Manual for further guidance on Equal Opportunities for Staff Recruitment

How we address Equality Issues in our School Community *for children on a day-to-day basis*

- Our admissions arrangements are fair and transparent, and we do not discriminate against pupils, parents or staff by treating them less favourably on the grounds of their sex, race, disability, religion or belief, sexual orientation, gender reassignment, pregnancy or maternity.
- We actively promote equality and diversity through the curriculum and by creating an environment which champions respect for all.
- We collect data and monitor progress and outcomes of different groups of pupils and use this data to support school improvement. We take action to close any gaps, for example, for those making slow progress in acquiring age-appropriate literacy and number skills.
- We use a range of teaching strategies that ensures we meet the needs of all pupils and provide appropriate support and interventions for pupils at risk of underachieving.
- We teach about difference and diversity and the impact of stereotyping, prejudice and discrimination through PSHE and citizenship and across the curriculum.
- We prepare our pupils for life in a diverse society and ensure that there are activities across the curriculum that promotes the spiritual, moral, social and cultural development of our pupils.
- Our School's Behaviour Policy takes full account of the duties under the Equality Act. We closely monitor data on exclusions and absence from school for evidence of over-representation of different groups and take action promptly to address concerns.
- Our school challenges all forms of prejudice and prejudice-based bullying, which stand in the way of fulfilling our commitment to inclusion and equality. We treat all bullying incidents equally seriously. We keep a record of different prejudice-related incidents and details of how they were dealt with.
- Any complaint about unfair treatment by any member of our school community will be treated seriously using the School's complaints procedure.
- We are alert and proactive about the potentially damaging impact of negative language in matters such as race, gender, disability and sexuality. We promote a whole school ethos and values that challenge prejudice based discriminatory language, attitudes and behaviour.
- We provide opportunities for pupils, parents and staff to appreciate their own culture and celebrate the diversity of other cultures. We include the contribution of different cultures to world history.
- We use materials and resources that reflect the diversity of the school, world population and local community in terms of race, gender, sexual identity and disability, avoiding stereotyping.
- We are aware of the Reasonable Adjustment duty for disabled members of our community – designed to enhance access and participation to the level of non-disabled pupils and stop disabled children being placed at a disadvantage compared to their non-disabled peers. We make reasonable, appropriate and flexible adjustment for anyone with a disability.

Equality Target Setting

Using school data we set targets to tackle any issues of discriminations, inequality and disadvantage. Our targets are specific and measurable including a time scale for success.

The targets represent our school's priorities and are the outcome of a careful review of and analysis of data and other evidence. They also take into account national and local priorities and issues, and social and

economic factors.

We review and update our equality objectives at least every 4 years and report annually to the governing body on progress towards achieving them in our Equality Statement. This also contains an overview of the diversity of the School population.

The Equality Statement is published on our school website for parents and carers.

Monitoring, reviewing, assessing impact

This 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 between different groups.

Our practice conforms to all existing legislation, in particular the Equality Act 2010.

Any employee found in breach of our School's Equality Policy will be subject to the School's disciplinary procedure.

Terminology

Equality The term 'equality' means that everyone should be treated fairly. It recognises that everyone has individual needs and that they have the right to have their needs respected. 4 2.2. Diversity The term 'diversity' has many definitions, but they all tend to embrace the notion that our background, knowledge, skills, aptitudes and experiences are all different and that our differences should be valued and appreciated.

Inclusion The term 'inclusion' is the overarching culture in which the mix of people can come to work, feel comfortable and confident to be themselves, and delivers the needs of the Trust. Inclusion ensures that everyone feels valued and importantly, adds value.

Unconscious Bias The term 'unconscious bias' describes how we are all shaped by our prior experiences and the social and cultural values that we absorb throughout our life. We all hold deeply ingrained assumptions and beliefs and create our own internal stereotypes. Most people feel more comfortable around people like themselves (similar age, background or culture) and unconscious bias is a natural result of this, but it can cause unintentional prejudice. Unconscious bias can affect our behaviour in many ways, but if the bias is against a protected characteristic it could lead to illegal discrimination. It can affect recruitment, progression, recognition and much more. Types of unconscious bias are:

Affinity bias – Leads us to prefer people we feel a connection with.

Halo bias – Leads us to rate a person more highly overall because they have one single characteristic or achievement.

Horns bias – Leads us to not consider a person because of one quality that we don't like about them (opposite of halo bias).