

LEAS PARK JUNIOR SCHOOL

EQUALITY POLICY

November 2019

GUIDING PRINCIPLES

In fulfilling the legal obligations cited below, 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:

- whether or not they are disabled
- whatever their ethnicity, culture, national origin or national status
- whatever their gender and gender identity
- whatever their religious or non-religious affiliation or faith background
- whatever their sexual identity

Principle 2: At Leas Park 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, in relation to:

- disability, so that reasonable adjustments are made
- ethnicity, so that different cultural backgrounds and experiences of prejudice are recognised
- gender, so that the different needs and experiences of girls and boys, and women and men, are recognised
- religion, belief or faith background
- sexual identity

Principle 3: At Leas Park 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 and homophobic harassment

Principle 4: At Leas Park 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:

- whether or not they are disabled
- whatever their ethnicity, culture, religious affiliation, national origin or national status
whatever their gender and sexual identity, and with full respect for legal rights relating to pregnancy and maternity

Principle 5: At Leas Park 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 between:

- disabled and non-disabled people
- people of different ethnic, cultural and religious backgrounds
- girls and boys, women and men

Principle 6: At Leas Park we consult and involve widely

We engage with a range of groups and individuals to ensure that those who are affected by a policy or activity are consulted and involved in the design of new policies, and in the review of existing ones. We consult and involve:

- disabled people as well as non-disabled people from a range of ethnic, cultural and religious backgrounds
- both women and men, and girls and boys

- Gay people as well as straight

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 of:

- disabled people as well as non-disabled
- people of a wide range of ethnic, cultural and religious backgrounds
- both women and men, girls and boys
- gay people as well as straight

Principle 8: At Leas Park we base our practices on sound evidence

We maintain and publish quantitative and qualitative information about our progress towards greater equality in relation to:

- disability
- ethnicity, religion and culture
- gender

Principle 9: Objectives

We formulate and publish specific and measurable objectives, based on the evidence we have collected and published (principle 8) and the engagement in which we have been involved (principle 7), in relation to:

- disability
- ethnicity, religion and culture
- gender

We recognise that the actions resulting from a policy statement such as this are what make a difference. Every three years, accordingly, at Leas Park we draw up an action plan within the framework of the overall school improvement plan and processes of self-evaluation, setting out the specific equality objectives we shall pursue. 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.

SCHOOL CONTEXT

Leas Park Junior School is a large school to the north of Nottinghamshire, serving an ex mining community. It is a predominantly white community and Mansfield is ranked the 36th (out of 326) most deprived district in England.

LEGAL FRAMEWORK

This policy has been developed in response to the Equality Act 2010 and replaces all previous policies relating to Race Equality, Gender Equality and Disability Equality. It has been developed to help us to meet the duty to:-

- Eliminate unlawful discrimination, harassment, victimisation and other prohibited conduct
- Advance equality of opportunity between those who have a protected characteristic and those who do not
- Foster good relations between those who have a protected characteristic and those who do not

THE CURRICULUM/TEACHING AND LEARNING

Equality and diversity will be as embedded as far as is possible in all areas of the curriculum and pupils will be given opportunities to explore prejudice and discrimination, and to positively explore difference in relation to race/ethnicity, religion/belief, gender, disability etc. Each subject area will be kept under review, including the resources available. We have a commitment to ensure resource materials reflect both the diversity of the school, local community and wider society as a whole. Attainment and achievement data will be collected and this will be used to inform planning and provision to support individuals and groups of pupils as appropriate.

ETHOS AND ORGANISATION

Equality and diversity principles run through all of our day to day practices and are embedded in all of our policies, including:-

- Admissions, induction and attendance
- Pupils' progress, attainment and achievement
- Pupils' personal development, welfare and well-being (linking to anti-bullying and safeguarding)
- Care, guidance and support
- Parental/carer involvement
- Working with the wider community and community cohesion
- Behaviour, discipline and exclusions
- Teaching styles and strategies
- Staff recruitment, retention and professional development

- Inclusion (linking to curriculum, participation etc.)

ADDRESSING PREJUDICE AND PREJUDICE-RELATED BULLYING

We have a legal obligation to eliminate discrimination and harassment and victimisation, as well as the duty to foster positive relations between groups and individuals. We have adopted the Stephen Lawrence definition of a racist incident to cover all forms of prejudice.

"A hate incident is any incident which is perceived by the victim or any other person to be motivated by the offender's prejudice against people because of their age, disability, gender, race, religion, sexual orientation or other reason."

We take our obligations seriously and have clear procedures for dealing with any incidents, which are closely linked with our procedures outlined in our behaviour policy and our anti bullying policy. All reported and suspected incidents will be thoroughly investigated by a member of staff, and will be discussed with a member of the Senior Leadership Team. Information about the number, type and seriousness of such incidents will be recorded and reported regularly to the governing body. Specific staff training will be organised as appropriate and, if needed, as an outcome of a reported incident.

ROLES AND RESPONSIBILITIES

The Governing body is responsible for ensuring the school complies with the legislation, and that the policy, the school's practice and related procedures and any action plans, are implemented and regularly reviewed and monitored. Dr Bill Pearce has particular responsibility for this area of work, alongside his role as Anti Bullying Governor. The Head Teacher is responsible for the overall implementation of the policy on a day to day basis, but that this may be delegated as appropriate to a senior member of staff. The Head teacher is responsible for taking appropriate action in any cases of unlawful discrimination; and for ensuring that all staff are aware of their responsibilities under the legislation and that they are given appropriate training and support to meet these responsibilities.

All staff have a responsibility and will be supported to keep up-to-date with equalities legislation relevant to their work, and must support and maintain the ethos of the school through their actions. They should undertake all their work activities mindful of equalities issues, including planning,

assessment, and individual support for pupils and groups of pupils. They should demonstrate an awareness of specific individual needs and promote respect for diversity. They should know how to respond to and deal with any prejudice-related incidents which occur.

STAFF DEVELOPMENT, INFORMATION AND TRAINING

Copies of this policy will be available to ALL staff through our comprehensive staff handbook, which is also given to new/temporary staff. Appropriate training will be identified through a variety of means (e.g. new initiatives, current issues, outcomes of school and community incidents).

BREACHES OF THE POLICY

All breaches of this policy will be reported to the Head Teacher / a senior member of staff, and will be dealt with appropriately according to our whistleblowing policy, our complaints procedure, and our disciplinary procedure.

MONITORING AND EVALUATION

This policy will be reviewed annually. We will evaluate the effectiveness and openness of this policy through analysis of various data, including our incident log (red cards), our complaints log, and informal evaluations e.g. targeted discussions with parents, staff and children.