Equality Scheme for Equal Opportunities, Race, Gender & Disability

Approval Date: October 2018

Review Date: October 2027

Headteacher: ……

Introduction

Why do we have an Equality Scheme at Three Bridges Primary School?

- To enable us to do the very best for everyone in our school community
- To comply with Equality Legislation.

The governors and school staff are committed to removing any barriers, which would impede learning, development, continuity and participation in our school. We oppose all forms of unlawful or unfair discrimination, whether because of race, colour, ethnic or national origin, sex or gender reassignment, marital status, family status, sexuality, religion or beliefs, disability, age or any other condition or requirement which places a person at a disadvantage and cannot be justified.

The equality scheme sets out how Three Bridges Primary School will overcome barriers to learning, development, continuity and participation. The staff and governors will;

- Eliminate discrimination
- Eliminate harassment related to any aspect of social identity or diversity
- Promote equality of opportunity
- Promote positive attitudes to all aspects of social identity and diversity
- Encourage participation by disabled people and people representing different aspects of social identity in public life
- Take steps to take account of difference even where that involves treating some people more favourably than others
- Create an inclusive school culture
- Produce only inclusive policies
- Use only inclusive practices
- View diversity as a rich resource

This equality scheme responds to the current equalities legislation:

- Race Relations Act (RRA) 1976/2000
  Statutory positive duty to promote racial equality, promote good race relations and eliminate unlawful racial discrimination;
- Sex Discrimination Act (SDA) 1975 (and Regulations 1999), Gender Equality Duty 2007 statutory positive duty to promote gender equality and eliminate unlawful gender discrimination;
- Employment Equality (religion or belief) (sexual orientation) Regulations 2003 extended to education, Equality Act (Part 2) 2007
  The Act sets out that it is unlawful for schools to discriminate against a person:
  a) in the terms on which it offers to admit him/her as a pupil
  b) by refusing to accept an application to admit him/her as a pupil, or
  c) where he/she is a pupil of the establishment:
  - in the way which affords him/her access to any benefit, facility or service
  - by refusing him/her access to a benefit, facility or service
  - by excluding him/her from the establishment
  - by subjecting him/her to any other detriment

- Disability Discrimination Act (DDA) 1995/2005

- Statutory positive duty to promote equality of opportunity for disabled people: pupils, staff, parents, carers and other people who use the school or may wish to, and eliminate unlawful discrimination;
- Education and Inspections Act 2006, duty to promote community cohesion. By "community cohesion" the school is endorsing and adopting the definition provided by Alan Johnson, 2006, as:

"….working towards a society in which there is a common vision and sense of belonging by all communities; a society in which the diversity of people's backgrounds and circumstances is appreciated and valued; a society in which similar life opportunities are available to all; and a society in which strong and positive relationships exist and continue to be developed in the workplace, in schools and in the wider community.

This document provides, therefore, a scheme which embraces Equal Opportunities, Race Equality, Gender Equality and Disability Equality.

At Three Bridges Primary School we all work together to fulfil our personal best, academically, creatively, socially and emotionally.

Aims:

- To promote equal access to the full range of opportunities that the school provides for all, regardless of ability, background, gender, culture or beliefs
- To allow both children and adults to recognize and create their own opportunities, ensuring that the curriculum reflects the society in which they live and prepares them for the one they will enter upon leaving school.
- To consider the social and educational needs of boys and girls and ensure that all curriculum choices are equally available and accessible.
- To counter stereotyping as portrayed through the media on the grounds of gender, creed, ability or race.
- To ensure that any informal or formal barriers and inequalities are identified and removed.
- To ensure that the school curriculum, environment and ethos foster equality of opportunity.
- To record and respond appropriately to racial incidents.
- To ensure that staff have knowledge and understanding of cultural and linguistic diversity in the multicultural society in which we live.
- To ensure that all children, staff, governors, parents and the local community are aware of this policy and its contents.

We support this by:

- Promoting positive values, recognise attributes and opportunities and develop an understanding of ourselves and others
- Ensuring non-stereotypical use of materials, equipment, books and displays and emphasise both males and females in positive roles, regardless of race or creed
- Ensuring that the curriculum content does not discriminate

- Encourage children to choose all curriculum areas and to work with "friends" and "partners" of both sexes
- Being aware that the daily organization of the school does not reinforce traditional gender roles
- Assessing and reviewing education provided for all children, ensuring no bias or inequality
- Assessing methods of education, environment and relationships, ensuring there is no explicit or implicit discrimination
- Recording racial incidents on the appropriate racial incidents form
- Providing training for all staff in order to develop their knowledge and understanding of the multicultural society in which we live

Race Equality

Three Bridges Primary School lies at the heart of a diverse and multi-cultural community. At present we have 215 EAL pupils with 44 different languages/dialects spoken.

We value diversity and welcome pupils and staff from all cultures. Through our curriculum we reflect and provide opportunities for pupils to learn about life in our multicultural society. All pupils and staff are valued and our aim is to ensure that each individual achieves his or her full potential.

Aims:

- To enable the children to make informed choices and stay safe
- To develop the children's understanding of how to stay healthy
- To develop the skills, abilities and confidence to enjoy life and achieve
- To empower the children to make a positive contribution to the community
- To ensure the children have the skills and knowledge to secure their future economic well being.

We support this by:

- Ensuring that all pupils and staff are encouraged and able to achieve to their full potential
- Respecting and value differences between people
- Preparing pupils for life in a diverse society
- Acknowledging the existence of racism and take steps to prevent it
- Making the school a place where everyone, irrespective of their race, colour, ethnic or national origin, feels welcomed and valued
- Promoting good relations between different racial groups within the school and within the wider community
- Opposing all forms of racism, racial prejudice and racial harassment
- Being pro-active in tackling and eliminating unlawful discrimination
- Having clear procedures in place to ensure that all staff deal with all forms of bullying and harassment promptly, firmly and consistently
- Ensuring that all incidents of harassment are recorded and monitored using the West Sussex Racist Incident Reporting Form
- Training staff to deal effectively with bullying, racist incidents, racial harassment and prejudice.

This policy is central to our values in welcoming students and staff from all ethnic minority backgrounds and cultures. It impacts on all other policies and is reflected in our approach to:

- Staff recruitment
- Induction
- Professional development
- Performance Management
- Curriculum content
- The school environment (displays etc.)
- Transfer procedures
- Exclusions
- Membership of the Governing Body

Roles and Responsibilities

It is the responsibility of everybody involved with the school to respect and celebrate each other's differences.

It is the role of all staff to teach pupils about and celebrate our diverse ethnic and cultural society and to promote a positive attitude towards this. Included within this should be the teaching of ways in which pupils should raise and report issues to appropriate adults.

The Governing Body along with the Headteacher will be responsible for ensuring that the Policy is complied with fully.

Compliance to this policy will be monitored in a variety of ways through-

- The School Development Plan
- Planning
- Individual Education Plans
- Mini Governor Meetings
- Staff Meetings
- Performance
- Attendance
- Exclusions

Breach of Policy

A racist incident is any incident which is perceived to be racist by the victim, or any other person. Incidents such as racist remarks, racial harassment, bullying and name calling should be reported to the Headteacher or Assistant Headteachers.

The school will record and report all racist incidents on the West Sussex Racist Incident Reporting Form. Parents and Governors should be informed and appropriate action taken to deal with them.

An allegation of racist behaviour on the part of any member of the school staff is a serious matter which will be investigated and dealt with under appropriate disciplinary procedures.

Appropriate pastoral support for both the victim and the perpetrator will be identified and provided.

Gender Equality

Introduction

We understand that despite thirty years of individual legal rights to sex equality there is still widespread discrimination and persistent gender inequality. Both sexes suffer from the stereotyping of their roles and needs and such stereotyping has to be understood, challenged and overcome.

Aims

- To eliminate unlawful sexual discrimination
- To eliminate sexual harassment
- To promote gender equality

By unlawful sexual discrimination we mean treating one person less favourably than another on grounds of sex or gender. We understand that this could be done directly but that it could also occur indirectly. Indirect discrimination means that a particular policy or practice may impact more negatively on one gender than on the other, or may favour one gender to the disadvantage of the other.

By sexual harassment we refer to behaviour or remarks based on a person's sex or gender, perceived to be unpleasant, threatening, offensive or demeaning to the dignity and self-esteem of the recipient or subject. We see such behaviour as also damaging to the perpetrator.

We understand 'sex' to refer to the **biological** differences between males and females and 'gender' to refer to the wider **social** roles and responsibilities which structure our lives. By promoting gender equality our intention is to recognize and help overcome those lasting and embedded patterns of advantage and disadvantage which are based on socially ascribed gender stereotypes and assumptions.

We understand that in some circumstances it may be appropriate to treat girls and boys, and women and men differently, if that action is aimed at overcoming previous, current or possible future disadvantage.

The recruitment of staff procedures do not allow for discrimination against a person on grounds of gender. Where we are uncertain whether there is a genuine occupational requirement for preference to be given to the employment of someone of a particular gender we will seek specialist advice.

We support this by:

- Collecting and analyse school data and other gender equality relevant information, including data about our local area
- Consulting all staff, children, parents and relevant local communities
- Reviewing all our school policies and practices to assess the ways in which they might impact on gender equality

- Ensuring that governors, staff, children, parents and others in our school are accountable and understand their responsibilities with regard to preventing discrimination and harassment and promoting gender equality
- Assessing and address the causes of any gender pay gap

Roles and Responsibilities

All governors, staff, volunteers, children and their families need to develop an appropriate understanding of, and act in accordance with, the school's Gender Equality Policy and in addition the school governors are responsible for ensuring that the School prepares, publishes, implements, reports on and reviews a Gender Equality Policy and Action Plan.

All staff have a responsibility to deal with incidents of sexual harassment or bullying; help eliminate unlawful discrimination; prepare and/or help deliver a curriculum, learning and teaching methods, classroom organisation and assessment procedures, behaviour management, school journeys and extended school activities (including work with parents) that take account of the need to eliminate unlawful discrimination and harassment and promote gender equality.

Pupils and parents have a proportionate responsibility to understand and act in accordance with the policy, as do visitors to the school.

The Headteacher works with the SLT to ensure that –

- The Policy and Action Plan are implemented
- Staff recruitment, training opportunities and conditions promote gender equality
- All staff, pupils and their parents are consulted regarding, and are aware of the school's responsibilities to meet, the Gender Equality Duty
- Existing and planned policies are assessed for the ways in which they impact on gender equality
- Curriculum planning, learning and teaching methods, classroom organisation and assessment procedures, behaviour management, school journeys and extended school activities take account of the need to promote gender equality
- Incidents of sexual/gender bullying or harassment are dealt with according to our Behaviour/Anti-Bullying policy

Breach of Policy

We understand that eliminating gender discrimination and harassment and promoting gender equality is in part an education function and a matter of cultural change. Where possible, breaches of the policy will be dealt with in a manner appropriate to the level of the breach, and with the intention of bringing about the relevant changes. More serious breaches of this policy will be dealt with in accordance with our school's anti-bullying and harassment procedures, and the disciplinary procedures for staff.

Where safeguarding issues based on sex and gender come to the attention of the school these will be dealt with according to our child protection procedures.

Disability Equality

Introduction

It is unlawful for schools to discriminate against disabled pupils. A school discriminates if it treats a disabled pupil or prospective pupil less favourably than another for a reason related to their disability and without justification and if it fails, without justification, to take responsible steps to avoid placing disabled pupils at a substantial disadvantage. This duty is often known as the 'reasonable adjustments' duty.

At Three Bridges Primary School we all work together to fulfil our personal best, academically, creatively, socially and emotionally.

Aims

- To eliminate discrimination
- To eliminate harassment related to disability
- To promote equality of opportunity between disabled people and others
- To promote positive attitudes towards disabled people
- To encourage participation by disabled people in public life
- To take account of disabled people's disabilities even where it involves treating disabled people more favourably than other people.

We support this by:

- Promoting equality of opportunity for all disabled people
- Ensuring the governing body are responsible for the implementation of the DDA duties
- Recognising three sets of duties
    - disability discrimination duties in part 4 of the DDA which provide protection from discrimination
    - the planning duties in part 4 of the DDA which provide for improvements to increase access, over time.
    - the Special Educational Needs duties in the Education Act 1996 which provide auxiliary aids and services
- Ensuring all staff are aware of how the duties should be implemented in their
- specific areas of responsibility
- Recognising the needs of all groups within the school and ensuring they have
- access to all areas of the school for their learning, welfare, equality and safety
- Ensuring provision is planned to provide safe entry and exits from the building
- Having high expectations for all
- Ensuring all plans are guided by the National Curriculum Inclusion Statement and
- aims of the school curriculum
- Ensuring that all children have access to all elements of the curriculum
- Working closely with parents and seeking views and responses from our stakeholders
- Thinking ahead and anticipating the barriers disabled children and adults may face – and remove or minimise them before individuals are placed at a substantial disadvantage
- Making reasonable adjustments in admissions, exclusions and 'education and associated services'

- Improving the provision of information for disabled children where it is provided in writing for pupils who are not disabled
- Ensuring suitable staff are trained for the moving of children with disabilities during times of emergency.

Race Equality Plan

Action Plan to Address the General Duty to Promote Race Equality

	Action Required	By Whom
1. Promote equality of opportunity	a) Continue to ensure all children have equal access to all areas of curriculum and extra-curricular activities b)Continue to ensure all staff undertake appropriate training to ensure they are fully aware of their obligations under the law	Headteacher supported by all staff, governors and other members of the school community
2. Identify and eliminate any unlawful discrimination or racial harassment	a) Continue to comply with local authority procedures for reporting incidents	Headteacher supported by all staff, and by the appointed diversity governors
3. Promote good relations between different ethnic groups	a) To continue to ensure all areas of the curriculum include respect for the beliefs and traditions of all ethnic and socially diverse groups	Headteacher supported by all staff, governors and other members of the school community

Disability Equality Plan 2014

Action Plan to Address the General Duty to Promote Disability Equality

	Action Required	By Whom
1. Promote equality of opportunity	a) Continue to ensure all children have equal access to all areas of curriculum and extra-curricular activities b) Continue to ensure all staff undertake appropriate training to make them fully aware of their obligations under the law	Headteacher supported by all staff, governors and other members of the school community
2. Identify and eliminate any unlawful discrimination or harassment	a) Continue to ensure appropriate monitoring systems are in place	Headteacher supported by all staff
3. Promote positive attitudes to disability and encourage participation by disabled people	a) To continue to ensure all areas of the curriculum include opportunities for disabled people to participate	Headteacher supported by all staff, governors and other members of the school community

Gender Equality Plan

Action Plan to Address the General Duty to Promote Gender Equality

	Action Required	By Whom
1. Promote equality of opportunity for male and female pupils, staff and other members of the school community	a) Continue to ensure all children have equal access to all areas of curriculum and extra-curricular activities b) Continue to ensure all staff undertake appropriate training to make them fully aware of their obligations under the law	Headteacher supported by all staff, governors and other members of the school community
2. Identify and eliminate any unlawful sex discrimination or harassment	a) Monitor the current national situation regarding equal pay for support staff and ensure staff are paid appropriately	Headteacher supported by all staff, and by the appointed diversity governors

Previous Equality Scheme Approved April 2017