



## **A Whole School Policy for Equality and Diversity**

### **To be adopted in conjunction with FOA Equality Statement of Duty and Equality Objectives as required by the Equality Act 2010**

#### **Introduction**

We are committed to the promotion of equality and diversity. In so doing, we realise the valuable contribution which all members of the community can make to Frances Olive Anderson C of E Primary school. Our policies and practices will be reviewed to take into account the different needs and contributions of pupils, staff, parents and Governors.

In all of our actions we are aware and committed to providing an environment and ethos which:

- Promotes Disability Equality
- Promotes Gender Equality
- Promotes Gender Identity Equality
- Promotes Race Equality
- Promotes Equal Accessibility for All; curriculum and environment
- Responds to legislation to the above and also includes special educational needs, religion and belief, age and sexual orientation

Taking a combined approach strengthens our commitment to equality and diversity, realising that individuals may have multiple needs and requirements. Our strategy makes clear those specific duties required of us.

#### **Legislation**

##### The Equality Act 2010

We are committed to the promotion of equality and diversity in all areas of school life. In so doing, our aim is to eliminate unlawful discrimination, and to promote equality of opportunity and good community relations.

This policy provides a framework for action to address the the protected characteristics:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race



- Religion or belief
- Sex
- Sexual orientation

We are committed to:

- actively tackling discrimination, and promoting equal opportunities and good community relations; (this may be pupils of the school or their families)
- encouraging, supporting, and helping all pupils and staff to reach their potential;
- working with parents and guardians, and with the wider community, to tackle discrimination, and to follow and promote good practice;
- making sure our equality policy and its procedures are followed;
- ensuring incidents of harassment are dealt with quickly and effectively;
- ensuring that there is equal access to services available.

Our Equality Scheme puts these commitments into practice

## **Equality Scheme**

We have developed a single Equality Scheme which includes our specific duties. It includes our responses to legislation on age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex or sexual orientation. Some of these characteristics are not as relevant in our school setting but must still be considered as our whole school policy impacts on the parents and families of the pupils in our care. We consider the impact of association and perception in addition to ensuring immediate support of our pupils, regardless of their disability, race, sex, sexual orientation, age, gender identity, religion or beliefs.

The approach which we have taken brings together all our work on equality and diversity into a single strategy which details our policy and commitments, the processes we will follow, and our action plans.

## **Disability Equality**

Within our Equality Scheme, we recognise our responsibilities arising from all legislation relevant to Disability and Special Educational Needs.

In responding to our duties in this context, we will ensure access to education and inclusion for disabled pupils in every aspect of school life by:

- Protecting pupils from discrimination
- Providing improvements to increase access over time, and
- Providing auxiliary aids and services.



Our responsibilities extend to our staff, parents and Governors. We will eliminate discrimination in employment and recruitment and actively encourage disabled parents/guardians, and the parents/guardians of disabled children, to participate in relevant school activities. We aim to create equal access to all school activities regardless of disability. We have a strong system in place to ensure that all members of our school have high expectations for the behaviour of all and that any reports of inappropriate language or behaviours are thoroughly investigated and followed up.

We recognise that disability arises from society's negative treatment of disabled people and is not an inevitable consequence of people's impairments. We are committed to removing barriers faced by disabled people in relation to its employment practices, decision-making and provision of services.

### **Gender Equality**

Within our Equality Scheme, we recognise our responsibilities arising from all legislation relevant to gender.

In responding to our duties in this context, we will ensure we eliminate unlawful discrimination and promote equality of opportunity between all genders involved in the school: pupils, staff, parents/guardians and governors. We aim to create equal access to all school activities regardless of gender. We have a strong system in place to ensure that all members of our school have high expectations for the behaviour of all and that any reports of inappropriate language or behaviours are thoroughly investigated and followed up.

At Frances Olive Anderson C of E Primary school we recognise that people of different genders can face other forms of discrimination or disadvantage because of their age, race, marital and civil partnership status, family circumstances, caring responsibilities, because they are disabled or because they are lesbian, gay or bisexual. In designing our equality and diversity policies and plans concurrently, we recognise the compound effect that people might experience.



## Gender Identity

Unlike most of the protected characteristics, such as sex, race and religion, but like disability, this protection works in one direction only – not being transgender is not a protected characteristic. Schools are therefore free to take special steps to meet the needs of Trans pupils without being accused of discriminating against pupils who are not Trans. There is no legal requirement, as there is for disability, to make 'reasonable adjustments' for Trans pupils, but we at Frances Olive Anderson C of E Primary school take a similar approach to ensure that Trans pupils are properly catered for, and steps will be taken to ensure the facilities and curriculum meet the needs of all of our pupils. We aim to create equal access to all school activities regardless of gender identity. We have a strong system in place to ensure that all members of our school have high expectations for the behaviour of all and that any reports of inappropriate language or behaviours are thoroughly investigated and followed up.

## Race Equality

Our equality policy states clearly our commitment to eliminating unlawful discrimination and promoting good community relations. This applies to issues of ethnicity, nationality and national origin.

Within our approach to equality and diversity, race equality is covered by both our policy and our equality scheme and the procedures which are included within them. We aim to create equal access to all school activities regardless of race. We have a strong system in place to ensure that all members of our school have high expectations for the behaviour of all and that any reports of inappropriate language or behaviours are thoroughly investigated and followed up.

In all that we do within the school, we will work to provide equality of opportunity for pupils, parents and employees. Racial harassment, victimisation and bullying will not be tolerated, and will be handled effectively in line with our policy on dealing with and reporting racist incidents in the school.

At Frances Olive Anderson C of E Primary school we recognise that ethnic minority people can face other forms of discrimination or disadvantage because of their age, gender or gender identity, marital and civil partnership status, family circumstances, caring responsibilities, because they are disabled or because they are lesbian, gay or bisexual. In designing our equality and diversity policies and plans concurrently, we recognise the compound effect that people might experience.



## Religion and Belief Equality

Our equality policy states clearly our commitment to eliminating unlawful discrimination and promoting good community relations. This applies to issues of religion and belief.

Within our approach to equality and diversity, religion and belief are covered by both our policy and our equality scheme and the procedures which are included within them. We aim to create equal access to all school activities regardless of religion or belief. We have a strong system in place to ensure that all members of our school have high expectations for the behaviour of all and that any reports of inappropriate language or behaviours are thoroughly investigated and followed up.

At Frances Olive Anderson C of E Primary school we recognise that people with different religions can face other forms of discrimination or disadvantage because of their race, age, gender or gender identity, marital and civil partnership status, family circumstances, caring responsibilities, because they are disabled or because they are lesbian, gay or bisexual. In designing our equality and diversity policies and plans concurrently, we recognise the compound effect that people might experience.

## Sexual Orientation Equality

Our equality policy states clearly our commitment to eliminating unlawful discrimination and promoting good community relations. This applies to issues of sexual orientation.

Within our approach to equality and diversity, sexual orientation is covered by both our policy and our equality scheme and the procedures which are included within them. We aim to create equal access to all school activities regardless of sexual orientation. We have a strong system in place to ensure that all members of our school have high expectations for the behaviour of all and that any reports of inappropriate language or behaviours are thoroughly investigated and followed up.

We recognise that lesbian women, gay men and bisexual people can face other forms of discrimination or disadvantage because of their age, gender, race, marital and civil partnership status, family circumstances, caring responsibilities, or because they are disabled. In designing our equality and diversity policies and plans concurrently, we recognise the compound effect that people might experience.



## Employing People

We will work to develop a workforce that broadly reflects the communities we serve. We will include equality of opportunity in all our employment practices, from advertising and recruitment, through to professional development and terms and conditions of employment. At Frances Olive Anderson C of E Primary school we are aware of possible barriers to accessing employment and are proactive in order to overcome these, such as a fear of discrimination for protected characteristics, English as a second language, Trans people having references in previous names and gender.

## Involvement

We recognise that successful implementation of our aims and values depends on the involvement of all involved.

In order to be successful, we need to reflect the views and desires of those involved in the school, and so we will consult with children, parents, staff and Governors as appropriate in order to identify areas for priority improvement and to receive feedback on our actions.

When revising existing policies, or producing new, we consult with relevant people involved in the delivery and purpose of the policy.

All new and revised policies will undergo an Equality Impact Assessment as part of their development. Both the draft policy and Equality Impact Assessment will then be made available during consultation.

## Monitoring

As part of our statutory duties, we are required to monitor our work on equality in a number of key areas:

- Employment (and associated functions);
- Service provision;
- Policy and decision-making; and
- Complaints.

In order to do this, we need to collect and use data about our pupils, staff, contractors and governors and use this information in ways that allow us to sensitively monitor our performance on equality while at the same time meeting our duties under the Freedom of Information and Data Protection Acts. We recognise that monitoring is essential if we are to improve our services and employment practices.

We will develop monitoring systems for various areas of school activities. The purpose of the monitoring is to identify if there are any differences between people of different groups, and therefore to determine if these are adverse



differences. The monitoring data will therefore enable us to identify not only any areas for improvement, but also to measure our success in rectifying any adverse impact, and to set targets as appropriate.

Such areas that monitoring might be needed include (for example):

- Pupils' attainment and progress;
- Curriculum, teaching and learning (including language and cultural needs);
- Care and assessment;
- Staff recruitment and career development;
- The school's values;
- Pupil behaviour, discipline and exclusion;
- Harassment and bullying; and
- Transfer procedures.

### **Communication**

This equality policy and equality scheme will be made available to all staff, pupils, Governors, parents/guardians and the community.

Each year, we will report on progress with our Equality Scheme (and Accessibility Plan). We will include details on progress in our annual School Improvement Plan and Self-Evaluation Form where it is applicable.

We will include reference to our equality policy and equality scheme, particularly our key commitments, in the school prospectus.

Every three years, we will review our Equality Scheme and produce a revised version. However, where our monitoring and progress reports show the need for change or revision, we will make those changes as required each year to keep the Scheme up-to-date and meaningful.

### **Implementation**

Following an audit of our functions and policies, we will develop a three-year action plan to tackle our equality commitments and any action required.

### **Procurement**

School staff should be aware when hiring transport, (including bus and coach companies, and the taxi and private hire car trade) that there is a legal requirement for such hirers to provide accessible vehicles. Bus companies will not be able to refuse a job because, for example, it may take longer to pick up disabled students.





## Training

In order to meet our responsibilities, we need to ensure that all staff, including Governors, are aware of the general duty to promote race, disability and gender equality, and any specific duties relevant to their roles.

All existing and new staff will be made aware of Frances Olive Anderson C of E Primary school's equality policy, its purpose and how it takes effect. Specific training will be undertaken on key aspects of the policies, most particularly for staff with designated responsibilities such as the teachers responsible for racist incidents, special educational needs etc.

Additionally, we will monitor all training provided to teachers and staff to ensure that there is an equitable take-up and provision.

**This policy was adopted by the Full Governing Body in June 2020.  
To be reviewed July 2022 or earlier if required.**