

Leckhampton C E Primary School

EQUALITY POLICY 2014

Section 1: EMPLOYMENT

1 Preamble

This section of the policy relates to equality in respect of employment. The general principles outlined also apply to the approach to pupils and parents, and to our dealings with members of the local community and outside agencies. The school's policy on equality in the curriculum and the treatment of pupils is set out in a separate policy document.

2 Introduction

The Governors of Leckhampton C of E Primary School recognise their responsibility to ensure fair and equal treatment of staff, job applicants, and others working on school premises. This policy sets out how these aims will be met.

Staff representatives have been consulted on the policy, which is available to all staff and applicants.

The Governors welcome comments regarding the policy.

2 Statement of Intent

Everyone has the right to be treated with dignity and respect.

The Governors are committed to equal treatment in accordance with the law. This includes the appointment, development, training and promotion of staff, and dealings with pupils and parents.

All decisions (as to advertising of vacancies, shortlisting, induction, appraisal, training, development, promotion, terms and conditions of employment, dismissal and pay) will be based on an objective and fair assessment of school requirements. The only personal characteristics taken into account will be those which are necessary to satisfy those requirements, and for proper performance of the work involved. No assumptions will be made about group characteristics.

All staff have the right to challenge any decision or action which they believe to be in breach of these principles. Any member of staff who deliberately and knowingly contravenes the policy may be liable to formal disciplinary action.

The Governors are committed to ensuring that all children in our school feel safe and are free from harm. This policy should be read in conjunction with our Safeguarding and Child Protection Policy.

3 Statutory requirements

The Governors are bound not to discriminate unlawfully. The Equality Act 2010 brings together previous discrimination laws and sets out 'protected characteristics' that qualify for protection from discrimination. These are: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex (gender), and sexual orientation.

4 Advertising of vacancies - Please see Recruitment Policy.

5 Selection for appointment or promotion – Please see Recruitment Policy.

6 Particular issues

Religious observance: The Governors will give sympathetic consideration to requests by staff for time off for religious observance (this will be unpaid and allowed only subject to the operational requirements of the school).

Disability: The Governors will where possible make reasonable adjustments to help overcome practical difficulties encountered by applicants or staff with a disability.

Occupational requirements: There may be situations in the school which require special consideration and where a genuine and determining occupational requirement may apply to justify the employment of someone of a particular gender, race or ethnic origin. Such a situation would be unusual and exceptional, and will be discussed with the staff in advance.

Harassment and bullying: In the context of this equality policy, this refers to unwanted conduct relating to a protected characteristic, with the purpose or effect of violating a person's dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment. Allegations of harassment or bullying will be treated seriously and after investigation may lead to formal disciplinary action.

Non-statutory aspects: The Governors will not discriminate against members of staff or applicants for posts on the grounds of their political affiliation.

7 Positive Action

Avoiding discrimination may not be enough to ensure equality in the school. The Governors will also consider measures of positive action to encourage or facilitate the employment or training of minority or disadvantaged groups.

This does not mean positive discrimination in favour of individuals from specific groups; it means positive action to enable members of those groups to compete on an equal basis.

8 Harassment and grievance procedures

Harassment has the effect of destroying dignity and undermining the confidence of employees. It can take many forms including physical contact, bullying, threatening or ignoring someone. It can be a series of offensive remarks or a single incident. It can be behaviour that staff find offensive even if not directed at them or harassment because of perception or association.

The Governors will consider any acts of harassment including those on the grounds of protected characteristics as totally unacceptable and outside the ethos and culture of the school. Any such act by a member of staff against any adult or child will be treated as a disciplinary offence, and action taken accordingly.

The school has procedures to resolve grievances and for the handling of complaints of harassment and bullying at work.

9 Monitoring the Policy

The school keeps records of staff and applicants for employment. Applicants for posts are invited to indicate whether they have any special requirements or require reasonable adjustments to enable them to submit an application, attend an interview or carry out the duties of the post.

The Governors are able to monitor the policy by review of data collated from the records (anonymised where necessary to ensure confidentiality).

Any complaints in respect of the procedures or any other aspect of this policy will be recorded, and reported to the Governors.

11 Training

The principles outlined above in relation to fair and equal treatment will also apply to selection for training. Requests for training will be considered in accordance with the school's operational priorities, based on the school's overall development plan and budget allocations.

Where necessary, the method of training delivery will be adapted to ensure that particular individuals or groups of staff are not disadvantaged because of any protected characteristic.

Section 2: School Context

1 Involvement of staff, pupils and parents

a) We strive to involve the full diversity of our school and community, recognising that people who share an aspect of their identity in relation to race, disability, gender, age, sexual orientation and religion or belief are best placed to identify key issues for us to address. This has been instrumental in shaping our Single Equality Scheme and Equality Action Plan. All staff, parents, school councillors and governors have had an opportunity to contribute to the scheme.

b) We have strategies in place to promote the participation of pupils in decision making and in making a positive contribution to school life. We will embed equality and inclusion into these strategies so that learners from diverse backgrounds are involved in shaping provision and improving practice.

We ensure that outcomes from these involvement activities are acted upon by the school's senior leadership team.

One member of the Senior Leadership Team has specific responsibility for inclusion and monitors involvement and contribution to school life by all stakeholders.

Deciding what to do

2 Information gathering

We will collect a broad range of qualitative and quantitative information to monitor our policies and practice and to demonstrate our progress in equality, inclusion and community cohesion.

Our single equality approach helps us to more effectively monitor our progress and performance, as our pupils and staff may face more than one barrier to achieving their full potential.

a) Pupils

We gather, disaggregated by gender, race and disability for example,

- Admissions
- Attendance
- Achievement and progression
- Rewards and sanctions
- The views of the school council
- Participation in the school council
- Take up of extended school provision and extracurricular activities
- Other equality information for example complaints and incidents of race discrimination or bullying.

We will ensure that the information we gather will be used to promote equality by:-

Attendance is closely monitored for those at risk, parents and Local Authority involved where necessary.

The inclusion lead identifies with staff the vulnerable learners and possible support/intervention they may need.

No child misses a trip/residential week or enrichment activity due to financial constraints.

b) Staff

We collect the following information:-

- Outcomes of performance management reviews
- Disability reviews
- Staff opinion

3 Specific Equality Areas

This section of our scheme highlights action that we intend to take for specific aspects of equality.

a) Race Equality

Action:-

- Promote a deeper understanding of our children and communicating in the realities of a multi cultural Britain.
- Promote and model respect for those of different backgrounds, faiths or cultures.

b) Community Cohesion

Action:-

- Enable our learners to widen their perceptions of the richness of British life today.

c) Disability Equality

Action:-

- Developing actions to eliminate bullying and harassment, and any mentoring programmes. We will want to consider all six elements of the general duty, namely:-
 - Promote equality of opportunity between disabled people and other people
 - Eliminate unlawful discrimination
 - Eliminate disability related harassment
 - Promote positive attitudes towards disabled people

- Encourage participation by disabled people in public life
- Take steps to take account of disabled peoples' disabilities, even where that involves treating disabled people more favourably than others.

d) Gender Equality
Action:-

- Promoting further gender equality
- Further reduce the gender gap in achievement

4 Impact Assessment

We will carry out equality impact assessments on our policy and practice which will cover all aspects of equality; race, disability, gender (including gender identity), age, sexual orientation, religion and belief. We will look for ways to improve practice as well as ways to eliminate discrimination and harassment. We have a programme of carrying out impact assessments on our existing policies and practice and we will build the impact assessment process into all new policy development and decision making activities.

This will be led by the Senior Leader for inclusion and the annual Impact Statement will be an annual agenda item for the whole Governing Body.

5 Working in Partnership

We recognise that achieving equality, inclusion and good community relations involves working effectively and in partnership with others, including parents, community groups and local organisations.

Putting the Scheme into practice

6 Publishing the Scheme, raising awareness

We recognise that our Scheme is a public document that should be available to any interested stakeholder. We will promote and publish our Scheme by :-

- Placing it on our website
- Making it available on request

7 Monitoring and evaluating the Single Equality Scheme and Equality Action Plan

We will regularly monitor and evaluate the implementation of our Single Equality Scheme and Equality Action Plan. We will report annually on our progress and performance. Our annual report will be shared with Governors and our School Improvement Partner. A summary will be provided for parents. We will inform staff and learners of our progress.

The findings of our annual report will be used to update the Equality Action Plan and inform subsequent Single Equality Schemes

We want this Scheme to be a 'whole organisational' document that drives forward equality and achieves improved outcomes. We will therefore ensure that the Equality Action Plan is an integral part of our School Improvement Plan, and as such, our progress will have regular oversight by the senior leadership team and the Governors.

We will formally review, evaluate and revise this Single Equality Scheme and Equality Action Plan every three years, to set new priorities and identify new actions. This process will again involve staff, learners, parents and governors who reflect the full diversity of the school community.

8 Links with other school policies

School policies that link with, and have informed this Scheme include:-

- Inclusion
- SEND
- Admissions
- Community Cohesion Policy and Statement
- Safeguarding and Child Protection Policy

9 Roles and responsibilities

The Governors will :-

- Monitor the implementation of the Scheme and Action Plan to check progress and assess impact on staff, learners and parents.
- Ensure that all governors are aware of their legal responsibilities under equality legislation.
- Monitor achievement of equality targets.
- Check that implementation of the Scheme and Action Plan achieves improved outcomes for people who share an aspect of their identity in relation to race, disability, gender (including gender identity), age, sexual orientation, religion and belief.

The Head Teacher will :-

- Provide proactive leadership to create a community that recognises and celebrates difference within a culture of respect and cooperation.
- Ensure staff, pupils, parents/carers and any other interested stakeholders are aware of this Scheme and their roles and responsibilities in implementing this Scheme
- Monitor to ensure effective implementation of the Scheme and Action plan

- Allocate appropriate responsibilities, and provide suitable training and development for staff to implement this Scheme.

The Senior Leader for Inclusion will:-

- Drive forward implementation of the Scheme and Action Plan
- Support staff to carry out their role in implementing this Scheme
- Provide effective leadership on equality, inclusion and community cohesion
- Ensure the Scheme is successfully promoted
- Respond in a timely and appropriate manner when dealing with any incidents or issues of discrimination, harassment or victimisation.
- Provide an annual Impact Statement for the Head and the Governors

All Staff will :-

- Recognise that they have a role and responsibility in their day to day work to
 - Promote equality, inclusion and good community cohesion
 - Challenge inappropriate language and behaviour
 - Tackle bias and stereotyping
 - Respond appropriately to incidents of discrimination and harassment and report these
- Highlight to the senior leadership team any staff training or development that they require to carry out the above roles and responsibilities.

All staff will also ensure that pupils are encouraged to :-

- Recognise that they have a role and responsibility to themselves and others so that they understand and are able to:-
 - Promote equality, inclusion and good community relations
 - Challenge inappropriate language and behaviour
 - Tackle bias and stereotyping
 - Work to promote anti bullying strategies

- Respond appropriately to incidents of discrimination and harassment and understand the action needed to report these.