

EQUALITY POLICY

Date: February 2019

Signed:

Review Date: February 2022



1. Mission statement

At Milford Infants School we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers, irrespective of race, gender, disability, religion and belief, or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life.

The achievement of pupils will be monitored by race, gender and disability and we will use this data to support pupils, raise standards and ensure inclusive teaching. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all. We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

2. Mainstreaming equality into policy and practice

As well as the specific actions set out, the school operates equality of opportunity in its day to day practice in the following ways.

Teaching and learning

We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, we will:

- Use contextual data to improve the ways in which we provide support to individuals and groups of pupils;
- Monitor achievement data by ethnicity, gender and disability and action any gaps;
- Take account of the achievement of all pupils when planning for future learning and setting challenging targets;
- Ensure equality of access for all pupils and prepare them for life in a diverse society;
- Use materials that reflect the diversity of the school, population and local community in terms of race, gender and disability, without stereotyping;
- Promote attitudes and values that will challenge racist and other discriminatory behaviour or prejudice;
- Provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures;
- Seek to involve all parents in supporting their child's education;

- Encouraging classroom discussion of equality issues which reflect on social stereotypes, expectations and the impact on learning;
- Including teaching and classroom-based approaches appropriate for the whole school population, which are inclusive and reflective of our pupils.

Admissions and exclusions

Our admissions arrangements are fair and transparent, and do not discriminate on race, gender, disability or socio-economic factors.

Exclusions will always be based on the school's Behaviour Policy. We will closely monitor exclusions to avoid any potential adverse impact and ensure any discrepancies are identified and dealt with.

3. Equal Opportunities for Staff

We are committed to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing and employment.

All staff appointments and promotions are made on the basis of merit and ability and in compliance with the law. However, we are concerned to ensure wherever possible that the staffing of the schools reflect the diversity of our community.

Employer duties

As an employer we need to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce.

Equality aspects such as gender, race, disability, sexual orientation, gender re-assignment and faith or religion are considered when appointing staff and to ensure decisions are free of discrimination.

Actions to ensure this commitment is met include:

- Monitoring recruitment and retention including bullying and harassment of staff;
- Continued professional development opportunities for all staff;
- Senior Leadership Team support to ensure equality of opportunity for all.

4. Equality and the law

There are a number of statutory duties that must be met by every school in line with legislation from the Disability Equality Duty (2005), Equality Act (2006) and the Equality Act (2010).

Public Sector Equality Duty

Under the Equality Act 2010, it is unlawful to discriminate against a pupil or prospective pupil by treating them less favourably on the basis of a 'protected characteristic.'

The protected characteristics are:

- Sex
- Race
- Disability
- Religion or belief
- Sexual orientation
- Gender reassignment
- Pregnancy or maternity

A person's age is also a protected characteristic in relation to employment, and in regard to the provision for goods and services. It does not, however, apply to pupils, and so the schools are free to arrange pupils in classes based on their age group with materials appropriate to them.

The Equality Act 2010 introduced a single Public Sector Equality Duty which applies to public bodies, school including both LA maintained and Academies. The school must have due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the act.
- Advance equality and opportunity between people who share a prohibited characteristic and people who do not share it.
- Foster good relationships across all characteristics, between people who share a protected characteristic and people who do not share it.

Having due regard in this context means that when significant decisions are being taken, thought must be given to the equality implications.

4a. Race Equality

The definition of race includes colour, nationality and ethnic or national origins.

4b. Disability

This section should be read in conjunction with the schools' Special Educational Needs Policies and Accessibility Plan.

The Equality Act 2010 defines a disabled person as someone who has 'a physical or mental impairment which has a substantial or long-term adverse effect on his or her ability to carry out normal day-to-day activities'.

People with HIV, multiple sclerosis and cancer (although not all cancers) are deemed disabled before they experience the long-term and substantial adverse effect on their activities.

Section 18 has been amended so that individuals with a mental illness no longer have to demonstrate that it is “clinically well-recognised”, although the person must still demonstrate a long-term and substantial adverse impact on his/her ability to carry out normal day-to-day activities.

Legal duties

The Equality Act 2010 places a general duty on schools, requiring them to have due regard for the following when carrying out and delivering services:

- Promoting equality of opportunity between disabled people and other people;
- Eliminating discrimination and harassment of disabled people that is related to their disability;
- Promoting positive attitudes towards disabled people;
- Encouraging participation in public life by disabled people;
- Taking steps to meet disabled people’s needs, even if this requires more favourable treatment.

4c. Gender Equality

The Gender Equality Duty 2006 places a general and specific duty on schools to eliminate unlawful discrimination and harassment on the grounds of gender and to promote equality of opportunity between female and male pupils and between women and men and transgender people.

Under our general duty we will actively seek to:

- Eliminate unlawful discrimination and harassment on grounds of sex and gender reassignment;
- Promote equality between men and women.

4d. Sexual Orientation

The Equality Act 2006 made provision for regulations to be introduced to extend protection against discrimination on grounds of religion or belief to sexual orientation.

The Equality Act (Sexual Orientation) Regulations 2007 came into force on 30 April 2007, and they make discrimination unlawful in the area of goods, facilities and services on grounds of sexual orientation. For schools this means admissions, benefits and services for pupils and treatment of pupils.

4e. Community cohesion

The Education and Inspections Act 2006 inserted a new section 21(5) to the Education Act 2002, introducing a duty on the governing bodies of state schools to promote community cohesion. Community cohesion encompasses promoting good relations between pupils from different races, faiths / beliefs and socio-economic backgrounds. The duty came into force on 1 September 2007.

5. Roles and Responsibilities

The role of the governors

The Governors have set out their commitment to equal opportunities in this plan and they will continue to do all they can to ensure that the school is fully inclusive to pupils, and responsive to their needs based on the protected characteristics.

The Governors seek to ensure that people are not discriminated against when applying for jobs at our schools on grounds of the protected characteristics.

The Governors take all reasonable steps to ensure that the school environments give access to people with disabilities, and also strive to make school communications as inclusive as possible for parents, carers and pupils.

The Governors welcome all applications to join the school, whatever a child's socio-economic background, race, gender or disability.

The Governors ensure that no child is discriminated against on account of their race, sex or disability, gender, religion and belief.

The role of the Headteacher.

It is the headteacher's role to implement the school's Equality Plan and she is supported by the Governing Body in doing so.

It is the headteacher's role to ensure that all staff are aware of the Equality Plan, and that teachers apply these guidelines fairly in all situations.

The headteacher ensures that all appointments panels give due regard to this plan, so that no-one is discriminated against when it comes to employment or training opportunities.

The headteacher promotes the principle of equal opportunity when developing the curriculum, and promotes respect for other people and equal opportunities to participate in all aspects of school life.

The headteacher treats all incidents of unfair treatment and any incidents of bullying or discrimination, including racist incidents, with due seriousness.

The role of all staff: teaching and non-teaching

All staff will ensure that all pupils are treated fairly, equally and with respect, and will maintain awareness of the school's Equality Policy and objectives.

All staff will strive to provide material that gives positive images based on race, gender and disability, and challenges stereotypical images.

All staff will challenge any incidents of prejudice, racism or homophobia, and record any serious incidents, drawing them to the attention of the headteacher.

Teachers support the work of ancillary or support staff and encourage them to intervene in a positive way against any discriminatory incidents.

6. Tackling discrimination

Harassment or victimisation on account of race, gender, disability or sexual orientation, is unacceptable and is not tolerated within the school environment.

All staff are expected to deal with any discriminatory incidents that may occur. They are expected to know how to identify and challenge prejudice and stereotyping; and to support the full range of diverse needs according to a pupil's individual circumstances.

Staff and governors should be aware of both direct and indirect discrimination and understand the differences.

Direct discrimination occurs when one person treats another less favourably because of a protected characteristic.

Indirect discrimination occurs when a 'provision, criterion or practice' is applied generally but has the effect of putting people with a particular characteristic at a disadvantage.

Racist and homophobic incidents and other incidents of harassment or bullying are dealt with by the member of staff present, escalating to a class teacher / headteacher where necessary. All incidents are reported to the headteacher and racist incidents are reported to the local Governing Body on a termly basis.

What is a discriminatory incident?

Harassment is defined in the Equality Act 2010 as "unwanted conduct, related to a relevant protected characteristic, which has the purpose or effect of violating a person's dignity or an intimidating, hostile, degrading, humiliating or offensive environment for that person"

Victimisation occurs when a person is treated less favourably, than they otherwise would have been because of something they have done ("a prohibited act") in connection with the Act; e.g. Making an allegation of discrimination.

Types of discriminatory incident

Types of discriminatory incidents that can occur are:

- Physical assault against a person or group because of their colour, ethnicity, nationality, disability, sexual orientation or gender;
- Use of derogatory names, insults and jokes;
- Racist, sexist, homophobic or discriminatory graffiti;
- Provocative behaviour such as wearing racist, sexist, homophobic or discriminatory badges or insignia;
- Bringing discriminatory material into school;

- Verbal abuse and threats;
- Incitement of others to discriminate or bully due to victim's race, disability, gender or sexual orientation;
- Discriminatory comments in the course of discussion;
- Attempts to recruit others to discriminatory organisations and groups;
- Ridicule of an individual for difference e.g. food, music, religion, dress etc;
- Refusal to co-operate with other people on grounds of race, gender, disability or sexual orientation.

Responding to and reporting incidents

It should be clear to pupils and staff how they report incidents. All staff, teaching and non-teaching, should view dealing with incidents as vital to the well-being of the whole school.

Procedure for responding and reporting:

7. Review of progress and impact

We have a rolling programme for reviewing school policies and their impact. We will review progress against the Equality objectives and review the entire plan each 3 years.

We make regular assessments of pupils' learning and use this information to track pupil progress. As part of this process, we regularly monitor achievement by ethnicity, gender and disability, to ensure that all groups of pupils are making the best possible progress, and take appropriate action to address any gaps.

8. Publishing the objectives and demonstrating compliance

In order to meet the statutory requirements to publish information to demonstrate how they are complying with the Public Sector Equality Duty and to prepare and publish objectives, we will:

- Publish our information and objectives on the school website;
- Raise awareness of the objectives through the school newsletter, assemblies, staff meetings and other communications;
- Make sure hard copies are available when requested.

Incident

Member of staff to investigate further (if incident reported) or challenge behaviour immediately

Response to victim and family

Response to perpetrator and family

Incident form to be completed and filed.

Incidents to be reported to Governing Body and local authority.

Action taken to address issue with year group / school if necessary e.g. through circle time / assembly.

Equality Strand	Action	How will the impact of the action be monitored?	Who is responsible for implementing ?	What are the timeframes ?	Early success indicators
All	Publish and promote the Equality Scheme through the school website, newsletter and staff meetings	Questions on equal opportunities, inclusion and accessibility in bi-annual parent questionnaire	SLT	Spring Term 2017	Staff are familiar with the principles of the Equality Scheme and use them when planning lessons, creating classroom displays, etc Parents are aware of the Equality Scheme
All	Monitor and analyse pupil achievement by race, gender and disability and act on any trends or patterns in the data that require additional support for pupils	Achievement data analysed by race, gender and disability	CMT and Governing Body	Annually in September	Analysis of teacher assessments/annual data demonstrates the gap is narrowing for minority groups
All	Ensure that the curriculum promotes role models and heroes that young people positively identify with, which reflects the school's diversity in terms of race, gender and disability	Increase in pupils' participation, confidence and achievement levels	Humanities lead, through history topics	Ongoing	Notable increase in participation and confidence of targeted groups
All	Recognise and represent the talents of disabled pupils in extension groups, and ensure representation on the	Gifted and Talented register monitored by race, gender and	CMT and SENCO	Ongoing	Analysis of the Gifted and Talented register

	programmes fully reflects the school population in terms of race and gender	disability			indicates it is changing to reflect the school's diversity
All	Ensure that displays and resources throughout the school promote diversity in terms of race, gender and ethnicity	Increase in pupil participation, confidence and positive identity – monitor through PSHE	CMT and Headteacher	Ongoing	More diversity reflected in school displays across all year groups
All	Ensure all pupils are given the opportunity to make a positive contribution to the life of the school, eg through involvement in the School Council, class assemblies, fund raising, etc	School council representation monitored by race, gender, disability	PSHE lead	Ongoing	More diversity in school council membership
Race Equality Duty	Identify, respond to and report racist incidents as outlined in the scheme. Report the figures to the Governing Body and Local Authority on a termly basis	The Headteacher and Governing Body will use the data to assess the impact of the school's response to incidents, ie: Have whole school/year group approaches led to a decrease in incidents? Can repeat perpetrators be identified? Are pupils and parents satisfied with the response?	Headteacher and Governing Body	Reporting: December, April, July	Staff are aware of and respond to racist incidents Consistent nil reporting is challenged by the Governing Body
Gender Equality Duty	Be proactive in encouraging girls to take up sport outside the curriculum requirements, to make participation rates more reflective of the school population	Increased participation of girls in sports clubs and out of school sport activities	PE lead	Ongoing	More girls take up after-school sports clubs
Community Cohesion	Celebrate cultural events throughout the year to increase pupil awareness and understanding of	Work sampling	CMT	Ongoing	Increased awareness of different communities shown in PSHE

	different communities, eg Diwali, Eid, Christmas Review topics to ensure that all have a multi-cultural dimension and/or links with the community				assessments
--	--	--	--	--	-------------