

Roberttown CE (c) J&I School Equality Policy

This policy should be read in conjunction with the Behaviour and Anti-Bullying Policies. We work to meet all statutory obligations in relation to the Equality Act 2010 (which replaced previous equality legislation including the Race Relations Act, Disability Discrimination Act and Sex Discrimination Act).

Our Vision

'We rejoice in the uniqueness of the individuals that make up our community.....'

We recognise and celebrate the diversity of experiences, cultures, backgrounds, faiths, and learning styles in our school. This helps us as a community to develop positive attitudes, respect and tolerance for others. The contribution made by all to life within school and in the wider community is recognised and valued.....'

Extract from Roberttown CE (c) J&I School Mission Statement

Our vision is to create a fair and just school community, that promotes social inclusion, community cohesion and equality, respects diversity and challenges and acts upon discrimination and inequality including bullying. This is reflected in our School's vision of 'CARE' and the story of 'The Good Samaritan' that exemplifies this.

Our Christian foundation recognises that we are all unique and created in God's image. This underpins our vision for education at Roberttown and is integral to our church school ethos. We, at Roberttown School, provide education for all, acknowledging that the society within which we live is enriched by diversity. We strive to ensure that the culture and ethos of the school reflects the diversity of ALL members of the school community, where everyone is equally valued and treats one another with respect and fairness. Pupils are provided with the opportunity to experience, understand and celebrate diversity.

Aims

The aim of this policy is to set out how the school complies with the Equality Act (2010) and pays due regard to its Public Sector Equality Duties (2011).

These duties are:

- To eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act.
- To advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it.
- To foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

The school also has the following specific duties:

- To publish information which demonstrates our compliance with the need to have due regard for the three aims of the General Duty
- To prepare and publish specific and measurable objectives which we will pursue over the coming years to achieve the three aims.

This policy sets out the steps the Governing Body will take that will improve outcomes for all members of the school community in all aspects of school life, taking positive action to promote equality.

Policy

Protected Characteristics

We our duties under the Equality Act (2010). The Equality Act establishes 9 protected characteristics which apply to schools. Only the first 7 characteristics apply to pupils:

- Disability
- Race
- Sex
- Gender reassignment
- Pregnancy and maternity
- Religion or belief

- Sexual orientation
- Marriage and civil partnership
- Age

Principles of ‘due regard’ and Compliance with Equality Duties

- While making a decision that might affect an equality group, the decision-maker will have regard to the three duties of the Act. This cannot be done in retrospect, nor can it be delegated.
- The duty will be exercised with rigour and with attention to relevant evidence, including that derived from consultation with staff and the wider community
- The duty is ongoing so we will revisit it and reconsider it constantly.

At Roberttown School we work towards eliminating all discrimination, on the grounds of the 9 protected characteristics. We believe that all pupils, employees and other service users should be treated with dignity and respect at all times and we will not tolerate bullying, harassment or victimisation of any groups or individuals.

We recognise that monitoring and the evaluation of equality is essential to ensure that pupils are not being disadvantaged, and that monitoring leads to action planning.

The school intends that its workforce reflects Kirklees’ diversity at all levels of the organisation. We aim to be an inclusive employer that positively values the contribution of all employees. Through both our employment policies and strategies, we aim to achieve equality for all sections of the workforce and the community we serve.

Things We Already Do

- Promote equality, for example by assessing the impact of our policies on different groups.
- Challenge and eradicate discrimination, for example, by acting quickly to deal with all bullying, but particularly that which is aimed at groups as well as individuals, such as racist bullying.
- Promote community cohesion, for example, through involvement with the School Linking Project, Carry My Story and continuing established links.
- Give a high profile to rights and responsibilities by promoting human rights, justice and fairness throughout the curriculum and wider school community.
- Address and raise standards of educational attainment for *all* individuals and groups at risk of underachieving.
- Develop and support a workforce that reflects at all levels the resident community of Kirklees.
- Ensure that our curriculum, ethos and learning environment reflects our multicultural society.
- Promote extra-curricular activities for all groups, including sporting activities for pupils with disabilities.
- Review and audit all our equality, diversity and cohesion activities.
- Promote equality, diversity and cohesion within the local community. We believe that any modern organisation has to reflect all the communities and people it serves.
- Challenging discrimination on the grounds of gender, race, age, disability, sexuality (including sexual orientation), religion or belief.

Our vision for equality and diversity goes beyond establishing processes to achieve change. We will monitor progress made towards meeting objectives to:

- take adequate steps to prevent discrimination
- take decisive action when discrimination occurs
- take steps to promote equality, diversity and cohesion

All our staff will consistently challenge all put-downs, harassment, name-calling, bullying, threatening or hurtful behaviour (physical and psychological) that violates a group or individual and leads to marginalisation, exclusion, and feelings of powerlessness and worthlessness because of: colour, culture, ethnicity, faith, religion, belief, national origin, national status, G&T, disability or impairment, perception of sexuality including sexual orientation, gender, marital status, socio-economic background, age, responsibility for dependants and trade union membership.

We strive to be a 'listening school'. We listen to all our school community members including pupils, parents, staff, visitors, wider community members, stakeholders and partners. Our 'Open Door' policy together with Comment Sheets and Parent View are just a few ways in which we are able to understand the needs of our school community. It is important to us that in planning, delivering and monitoring strategies and policies, equality and diversity issues are considered at the outset of that work and that we will consult with pupils, parents, staff, partners where appropriate and the wider community.

We take seriously all experiences of bullying and hurtful behaviour resulting from bullying such as racism. We invite all our pupils in particular to talk to us about bullying, where it happens, who's doing it, and what it involves.

We are striving to be a learning organisation which recognises the contribution of all pupils, staff, parents and other partners and which is supportive, fair, just and free from discrimination.

We will continue to develop preventative measures to deal with discrimination including promoting human rights and equality through the PSHE Curriculum and in particular focusing on the 'rights of the child', the 'right to education' and the 'right to be safe'.

Our SEN policy demonstrates our commitments to Pupil Participation, Parent Partnership, Resource Allocation and Curriculum Access. Some of the outcomes of how these aspects are reflected in our school practice and the steps we need to take to develop them link directly to the disability dimensions of our Equality, Diversity and Cohesion Strategy.

Involvement and engagement with pupils, staff, governors, parents and with the wider community forms part of our Accessibility strategy with clear objectives and timescales. Partnerships with parents, governors and the wider community are essential to promote equality, diversity and community cohesion.

As a school we celebrate and respect diversity and eliminate unfair treatment and discrimination through adopting Kirklees policies and procedures in particular in the areas of recruitment, training and development and promotion. We monitor the recruitment and selection of staff in post, all applicants, short listed candidates and candidates appointed. We recognise that staff have rights as employees to work in a supportive, safe and harassment free environment and that staff have individual and collective responsibility to value and respect each other's contributions.

Promotion of an environment where standards of conduct are of the highest level and the assurance that no one is harassed, bullied or victimised is key.

Implementation

The Governing Body - is responsible for ensuring that the school fulfils its legal responsibilities. A named governor will be responsible for monitoring the implementation of the policy.

The Headteacher - has overall responsibility within the school for implementing the policy and will be the named person responsible for taking disciplinary action in any case of discrimination. The Headteacher is also responsible for reporting any incidents to the Governing Body and the LA.

All staff – have a responsibility for following and upholding this policy and reporting any breaches to the Headteacher. All staff are role models for other staff and pupils in the school.

Examples of unacceptable behaviour

- Direct physical assault or the threat of it.
- Name calling or joke making with reference to race, disability, gender etc.
- Expressing prejudices or deliberate mis-information on racial or ethnic distinctions.
- Graffiti on walls, furniture or in books, distributing discriminatory literature.

- The wearing of badges or insignia belonging to extreme political organisations.

The response to such behaviour

- Each incident will be reported to the Headteacher and recorded on Cpoms. The incidents may well be dealt with in the first instance by the member of staff on hand at the time.
- Anyone who has suffered as a result of discriminatory behaviour will be informed of the action taken and the attitude of the school towards such behaviour will be properly explained to them; and that in the case of serious incidents with pupils, their parents will be contacted and the action explained to them.
- Anyone responsible for discriminatory behaviour will be reported to the Headteacher and depending on the seriousness of the offence, the matter reported.
- Anyone who refuses to desist from this behaviour will be brought to understand the seriousness of their offence by the direct involvement of an authority, in the case of pupils their parents, and this may be followed by exclusion from school.
- Discriminatory graffiti or slogans, will be immediately removed on discovery and any damage repaired.
- Inappropriate literature, badges or insignia will be confiscated on discovery and the reasons for not allowing them on school premises will be explained and then publicly emphasised.
- Staff will be vigilant for any unacceptable attitudes in books in school and any offensive or mis-representational material will be removed immediately.
- The monitoring of behaviour and attitudes will be an on-going activity.

How we measure the impact of the policy

We monitor the ongoing impact of these changes on those who may be affected in the following ways:

- Tracking of pupil achievement across the school with an additional focus on equality groups.
- Track the progress and attainment of Free School Meals, Pupil Premium, My Support Plans, EHCP's, LAC and Previous LAC, English as an additional language and the most able children.
- We act on findings quickly and report actions to Governors.
- Pupil surveys that demonstrate emotional health and well-being, engagement and involvement.
- We listen parents and act to improve any concerns or issues eg through parent questionnaires and comment sheets that are available at every event.
- Termly report to Governors through the Headteacher's Report.

Breach of the Policy

The school will follow the Kirklees guidelines in relation to this policy.

In the case of an incident concerning an adult perpetrator, the procedures outlined in the Personnel procedures will be instigated.

This policy will be evaluated and reviewed as part of our rolling programme of policy review.