

Slimbridge Primary School

Equality & Diversity Policy

POLICY RATIONALE

This policy statement outlines the commitment of the staff and Governors of Slimbridge School to provide equal opportunities for all members of the school community. These include pupils, teaching staff, support staff, parents, governors, visitors to the school and students on placement.

Slimbridge School seeks to comply with the public sector equality duty under the Equality Act 2010. The Equality Duty applies to the following 'protected characteristics' otherwise known as the 'protected groups' and includes age, disability, sex, gender reassignment, pregnancy and maternity, race, religion or belief and sexual orientation.

We have "due regard" to the need to:

1. Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Equality Act;
2. Advance equality of opportunity between people from different groups;
3. Foster good relations between people from different groups.

The School will set its Equality Objectives every four years. Progress against these objectives will be reported annually to the Governors Staffing Committee.

POLICY STATEMENT

Equal opportunities should permeate all aspects of school life and are the responsibility of every member of the school community.

All members of the school community should be aware that every individual has a right to be considered of equal value and be given equal opportunity regardless of ethnicity, gender, social background, ability/disability, belief, age, marital status, nationality or sexual orientation.

At Slimbridge School equal opportunity means that everyone has the right to equal chances and each individual is respected for who they are.

We aim to create an ethos and atmosphere which demonstrates mutual respect between all members of the school community. We aim to welcome visitors to the school with friendliness and respect.

As a school, we seek to develop to the full the intellectual, physical, social, moral, spiritual and cultural potential of each pupil. We aim to bring to each student a realisation of their role and value in the community as well as their responsibilities to that community.

Slimbridge School is inclusive and everyone is of equal value and has equal opportunities. The school will promote the development of the individual without regard to gender, race, physical or intellectual capacity, disability, sexuality and health status.

We aim to create a learning environment which supports equal opportunities in the following ways:

- We seek to establish consistently high expectations of all students regardless of age, gender, ethnicity, ability or social background.
- All pupils are encouraged to improve on their own achievements and not to measure themselves against others. Parents are also encouraged to view their own children's achievements in this light.
- Teacher enthusiasm is a vital factor in achieving a high level of motivation and good results from all students.

- Curriculum planning incorporates the principles of racial equality and promotes positive attitudes towards diversity.
- To prepare all pupils for life in a multiracial society.
- Celebrate the diversity of culture within the school.
- Encourage the use of positive action to overcome disadvantage and discrimination.
- Encourage communication and discussion about Equality issues.
- The adults in the school try to provide good, positive role models in their approach to all issues relating to equality of opportunity.
- The school places a very high priority on the provision for special educational needs and disability. We aim to meet all students' learning needs including the more able by carefully assessed and administered programmes of work.
- The school provides an environment in which all students have equal access to all facilities and resources.
- All pupils are actively involved in their own learning. A range of teaching methods is used throughout the school to ensure that effective learning takes place at all stages for all students.
- We aim to work in partnership with parents to help all pupils to achieve their potential.
- The provision of good quality resources and materials is a high priority. These resources should reflect positive images of all social groups and avoid discriminatory images or views.
- We recognise the importance of language and all members of the school community should use appropriate language which avoids offence to others.

Discrimination

Discrimination can take place in a range of ways as follows. It is helpful to list the various protected characteristics within the Equality Act and to define the forms discrimination may take:

Protected Characteristic
Age
Disability
Gender reassignment
Marriage and civil partnership
Pregnancy and maternity
Race, colour or nationality Ethnic or national origins
Religion or philosophical belief
Sex
Sexual orientation

Direct Discrimination

This occurs when someone is treated less favourably than another person because they have, or are thought to have, a protected characteristic.

Discrimination by Association

This is discrimination against someone because they associate with another person who possesses a protected characteristic.

Perception Discrimination

Direct discrimination against an individual because others think that they possess a protected characteristic, even though they do not.

Indirect Discrimination

This occurs if there is a condition, rule, policy or practice in the school which applies to everyone but particularly disadvantages people with a particular protected characteristic. Under some circumstances this may be reasonable and lawful if it is necessary for the school to operate effectively – for example the employment of male and female PE teachers.

Harassment

Harassment is “unwanted conduct related to a relevant protected characteristic, which has the purpose or effect of violating an individual’s dignity or creating an intimidating, hostile, degrading or humiliating environment for that individual”.

All members of the school community are encouraged to report behaviour that they find offensive, even if it is not directed at them and even if they do not possess the particular protected characteristic themselves.

The school will also protect pupils and staff from harassment by people from outside the school. If this is reported, the school will take reasonable steps to prevent it happening again.

Victimisation

Victimisation occurs when a pupil or employee is treated badly because they have made or supported a complaint under the Equality Act.

Equality of Opportunity

The school will take positive action to advance equality of opportunity. Advancing equality of opportunity involves, in particular:-

- (a) removing or minimising disadvantages suffered by people which are connected to a particular characteristic they have;
- (b) taking steps to meet the particular needs of people who have a particular characteristic;
- (c) encouraging people who have a particular characteristic to participate fully in any activities.

We are bound by the legal requirements of the recent legislation, including the Equality Act 2010. It is the duty of this school to challenge all types of discriminatory behaviour e.g.

- unwanted attentions (verbal or physical)
- unwelcome or offensive remarks or suggestions about another person’s appearance, character, race, ability or disability, sexuality, gender.

The school has a clear, agreed procedure for dealing with incidents such as these in its Behaviour Policy.

No employee or prospective employee will receive unfair or unlawful treatment because of their Protected Characteristics, (perceived or otherwise), in particular but not only, in relation to:

1. Recruitment and selection;
2. Promotion, transfer & training opportunities;
3. Benefits, terms and conditions of employment;

4. Grievance and disciplinary procedures;
5. Termination of employment including redundancies;
6. All other aspects of employment.

Training

Training will play an important role in assisting employees to implement the School's Equal Opportunities Policy and in developing employees' skills and potential.

The purpose of training is to:

- Inform employees of the purpose of the Equal Opportunities & Diversity Policy
- Provide employees, especially managers, with the skills and knowledge necessary to implement the policy
- Develop the full potential of employees, particularly those previously disadvantaged by discrimination
- Encourage and enhance the skills of employees, particularly those from groups who have traditionally been under-represented in the work force.

Monitoring

The school is committed to equality of opportunity with regard to the appointment of staff and with regard to staff pay and professional development. A record is kept of appointments made and the profile of staff, including details of gender and ethnicity. This is reported on to Governors SWHP Committee on an annual basis.

We will record all incidents or complaints of discriminatory incidents, including race, gender, sexual orientation, ethnicity, and those which are perceived to be discriminatory by the victim or any other person in conjunction with our school policy for dealing with such incidents.

A report on the School's context and the performance of different groups within school is made to Teaching & Learning Committee on an annual basis and an action plan drawn up on the basis of its results.

Complaints Process

It is important that the Equal Opportunities Policy works in practice and is fully implemented. Where the policy is found not to be working and results in unfair treatment of employees or the public, then a complaint of unfair discrimination should be made to the Chair of Governors, following the procedure set out in the School's General Complaints Policy. All complaints of unfair discrimination, including harassment, will be investigated fully.

People Responsible for Implementation of Policy

Senior Leadership Team
All members of our Community

Associated Policies and Other Relevant Documents

Equality Objectives
Behaviour Policy

Accessibility Plan
Learning Support Policy
Curriculum Policy

Policy reviewed March 2017