

## EQUALITY POLICY

### RATIONALE

The Governing Body of Northfield Manor Primary Academy is committed to promoting Equality in every aspect of school life. Our Equality policy ensures that all members of our school community have the right and opportunity to reach their full potential regardless of any differences.

The 2010 Equality Act is explicit in outlining 'protected characteristics' and at Northfield Manor we do not discriminate against these groups. (Appendix 1)

### AIMS:

The school aims to work actively to:

- Advance equality of opportunity,
- Eliminate discrimination,
- Foster good relationships

We will do this by:

- Treating all those within the school community (e.g. pupils, staff, governors, parents, visitors and members of the local community) as individuals with their own particular abilities, beliefs, challenges, attitudes, background and experience
- Creating and maintaining a school ethos which promotes equality, develops understanding and challenges myths, stereotypes, misconceptions and prejudices
- Encouraging everyone in our school community to gain a positive self-image and high self esteem
- Having high expectations of everyone involved with the whole school community
- Promoting mutual respect and valuing each other's similarities and differences and facing equality issues openly and honestly
- Identifying, challenging and removing all practices, procedures and customs which are discriminatory and replacing them with practices that are fair to all
- Monitoring evaluating and reviewing all the above to secure continuous improvement in all that we do.

We will also:

- Make the school an environment where everyone feels welcomed and valued
- Be sensitive to each pupil's personal family situation.
- Ensure that an inclusive ethos is established and maintained

### IMPLEMENTATION

The school will build an inclusive ethos by:

- Opposing all forms of prejudice and discrimination through providing a safe learning environment and by tackling any form of harassment or discrimination directly
- Developing links with the local communities by welcoming contributions to the life of the school, attendance at Parents' Evenings, special events, and membership of the Governing Body.
- Demonstrating through displays, assemblies, the pastoral and academic curriculum, in the school newsletter and on the website that the school values diversity.
- Enabling students and staff to celebrate festivals and cultural events from all religious and cultural backgrounds and actively encouraging all students to understand these through assemblies, RE, Life Skills and other curriculum areas.
- Having a clear accessibility action plan that ensures equal access for all: access to the environment, the curriculum and to information (ref. the Success for Everyone Action Plan)

### CURRICULUM, TEACHING AND ASSESSMENT:

The School is committed to delivering a curriculum across all subjects, which challenges damaging stereotypes and proactively celebrates cultural diversity.

This includes:

- A curriculum content, which provides a globally inclusive perspective
- Displays and signs around the school, which celebrate diversity.

- Support for children whose first language is not English to enable them to overcome the barriers to using English as an additional language.
- Use of positive role models (parents/carers, governors and local contacts) from the community in the classroom; special talks and assemblies.
- Use of positive role models from the wider global community as seen/depicted on television, in sport and in the media

ALSO:

- Stereotyping is avoided in all school practices
- Gender issues are considered when pupils are asked to help with various tasks around the school.
- Books in classrooms and the library will reflect our diverse society.
- Circle-time is used to discuss and address any issues that may arise.
- Selected curriculum areas are used to illustrate, confront and examine issues.

PUPIL DEVELOPMENT, ATTAINMENT AND PROGRESS

We want all our children to have equality of opportunity to achieve their academic potential.

- All children have an equal right to be taught all aspects of our school curriculum
- Pupils' progress is analysed by class teachers and the leadership team and informs future planning.
- Any underachievement by any specific individual or group will be highlighted
- Decisions are made about what further action will be necessary to meet particular needs and to improve the performance of pupils
- The Head Teacher ensures that any additional resources are used appropriately and targeted on the basis of identified need and that outcomes are monitored for raising the attainment of specific groups of pupils.
- The school celebrates pupils' personal development and achievements in class, in assemblies as well as in displays around the school.
- The school is culturally sensitive to the needs of all students to ensure full participation in extra-curricular activities.
- The school provides additional after school clubs for all students

ADMISSIONS, ATTENDANCE, DISCIPLINE AND EXCLUSIONS

The School will monitor these to ensure that all processes are fairly applied to all groups and procedures are inclusive and in no way exclusive.

This will be achieved by:

- Ensuring equality of treatment in relation to admission, attendance, discipline and exclusion by having a system of recording that enables us to analyse these
- Ensuring all staff operate a consistent and fair system of rewards and sanctions (ref. Admissions, Attendance, Behaviour policy)

PARENTS/CARERS, GOVERNORS AND COMMUNITY PARTNERSHIP:

The school will:

- Encourage all parents/carers to become involved with the life of the school, formally as governors, at parents' evenings and on school trips
- Inform all parents/carers on the progress of their child, if necessary providing translation facilities in their relevant language
- Collate, analyse and communicate data on parental attendance to inform future planning for Parents' Evening
- Use parent/carers' meetings and parent/carers' questionnaires to gain feedback on how parents/carers feel they are being supported by the school
- Communicate via the newsletter and the website about forth-coming events
- Encourage all parents to help in school e.g. hear readers, go on trips, support events
- Encourage all parents to join in learning experiences by attending Inspire workshops

STAFFING AND PROFESSIONAL DEVELOPMENT

The school takes active steps to employ a diverse workforce on the basis of merit and thereby provide positive role models for pupils by:

- Advertising new posts widely in all relevant media.
- Monitoring the recruitment process for all vacancies (applications, short listings, appointments) to ensure that there is no discrimination or bias (ref. Safer Recruitment policy)

- Providing professional development opportunities to all staff, and encouraging all staff to consider promotion merit, in line with statutory duties and VAT guidelines.
- Assessing each member of staff's competence in the area of equality through appraisal and ensuring that staff and governors are provided with sufficient training on race equality to allow them to carry out their statutory duties
- Ensuring the Equality Policy is part of an induction pack and that existing staff are made aware of the Policy, any amendments and it is discussed annually.

#### ROLES AND RESPONSIBILITIES

- The Head Teacher, the leadership team and the governing body have the responsibility to ensure the implementation of the Equality Policy
- The Head Teacher monitors the implementation of the policy and reports outcomes/issues to the governing body
- The governing body and the Head Teacher ensure that the school complies with all relevant legislation
- The Head Teacher ensures that all staff are aware of their responsibilities under the Equality Policy and receive appropriate training in order to implement it effectively

#### MONITORING AND EVALUATION

The Head Teacher, the governing body, the leadership team and all staff will review the Equality Policy to take account of any legal or demographic changes. Any changes and developments in equality legislation will be regularly communicated to students, staff, governors, parents/carers and visitors through meetings, the school newsletter and the website.

#### BREACH OF THE EQUALITY POLICY

The Head Teacher will ensure that all Governors, staff pupils and parents/carers are fully aware of the content of this policy and their responsibilities under it. Any action that constitutes or could be deemed to constitute a breach of the policy will be viewed seriously, investigated fully, and could lead to action taken against those responsible.

***Date agreed by the Governing Body: 11/7/17***

***Signed: Dave Duff***

***(Chair of the Governing Body)***

## Protected Characteristics

The protected characteristics for the schools provisions are:

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

Age and marriage and civil partnership are NOT protected characteristics for the schools provisions. However, in terms of how we interact with our community, our portrayal of society in books and other resources and with reference to any employment decisions these two characteristics are protected. At Northfield Manor we choose not to discriminate against any of the nine protected characteristics.

### Disability

A person is a disabled person (someone who has the protected characteristic of disability) if they have a physical and/or mental impairment that has what the law calls 'a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities'.

There is no need for a person to have a medically diagnosed cause for their impairment; what matters is the effect of the impairment not the cause.

In relation to physical impairment:

- Conditions that affect the body such as arthritis, hearing or sight impairment (unless this is correctable by glasses or contact lenses), diabetes, asthma, epilepsy, conditions such as HIV infection, cancer and multiple sclerosis, as well as loss of limbs or the use of limbs are covered.
- HIV infection, cancer and multiple sclerosis are covered from the point of diagnosis.
- Severe disfigurement (such as scarring) is covered even if it has no physical impact on the person with the disfigurement, provided the long-term requirement is met (see below).
- People who are registered as blind or partially sighted - or who are certified as being blind or partially sighted by a consultant ophthalmologist – are automatically treated as disabled under the Act.

Mental impairment includes conditions such as dyslexia and autism as well as learning disabilities such as Down's syndrome and mental health conditions such as depression and schizophrenia. The other tests to apply to decide if someone has the protected characteristic of disability are:

- The length the effect of the condition has lasted or will continue: it must be long term. 'Long term' means that an impairment is likely to last for the rest of the person's life, or has lasted at least 12 months or where the total period for which it lasts is likely to be at least 12 months. If

the person no longer has the condition but it is likely to recur or if the person no longer has the condition, they will be considered to be a disabled person.

- Whether the effect of the impairment is to make it more difficult and/or time-consuming for a person to carry out an activity compared to someone who does not have the impairment, and this causes more than minor or trivial inconvenience.
- If the activities that are made more difficult are 'normal day-to-day activities' at work or at home.
- Whether the condition has this impact without taking into account the effect of any medication the person is taking or any aids or assistance or adaptations they have, like a wheelchair, walking stick, assistance dog or special software on their computer. The exception to this is the wearing of glasses or contact lenses where it is the effect while the person is wearing the glasses or contact lenses, which is taken into account.

#### **For example:**

Someone who has ADHD might be considered to have a disability even if their medication controls their condition so well that they rarely experience any symptoms, if without the medication the ADHD would have long-term adverse effects. Progressive conditions and those with fluctuating or recurring effects are included, such as depression, provided they meet the test of having a substantial and long-term adverse effect on a person's ability to carry out normal day-to-day activities.

#### **Gender reassignment**

Gender reassignment is a personal process (rather than a medical process) which involves a person expressing their gender in a way that differs from or is inconsistent with the physical sex they were born with.

This personal process may include undergoing medical procedures or, as is more likely for school pupils, it may simply include choosing to dress in a different way as part of the personal process of change.

A person will be protected because of gender reassignment where they:

- Make their intention known to someone – it does not matter who this is, whether it is someone at school or at home or someone like a doctor:
  - Once they have proposed to undergo gender reassignment they are protected, even if they take no further steps or they decide to stop later on
  - They do not have to have reached an irrevocable decision that they will undergo gender reassignment, but as soon as there is a manifestation of this intention they are protected
- start or continue to dress, behave or live (full-time or part-time) according to the gender they identify with as a person
- undergo treatment related to gender reassignment, such as surgery or hormone therapy, or
- have received gender recognition under the Gender Recognition Act 2004.

It does not matter which of these applies to a person for them to be protected because of the characteristic of gender reassignment.

This guidance uses the term ‘transsexual person’ to refer to someone who has the protected characteristic of gender reassignment.

## **Pregnancy and maternity**

The Act lists pregnancy and maternity as a protected characteristic.

## **Race**

Race means a person’s:

- Colour, and/or
- Nationality (including citizenship), and/or
- Ethnic or national origin

and a racial group is composed of people who have or share a colour, nationality or ethnic or national origins.

A person has the protected characteristic of race if they belong to a particular racial group, such as ‘British people’.

Racial groups can comprise two or more racial groups such as ‘British Asians’.

## **Religion or belief**

The protected characteristic of religion or belief includes any religion and any religious or philosophical belief. It also includes a lack of any such religion or belief.

A religion need not be mainstream or well known to gain protection as a religion. It must, though, be identifiable and have a clear structure and belief system. Denominations or sects within religions may be considered a religion. Cults and new religious movements may also be considered religions or beliefs.

Belief means any religious or philosophical belief and includes a lack of belief.

‘Religious belief’ goes beyond beliefs about and adherence to a religion or its central articles of faith and may vary from person to person within the same religion.

A belief, which is not a religious belief, may be a philosophical belief, such as humanism or atheism.

A belief need not include faith or worship of a god or gods, but must affect how a person lives their life or perceives the world.

For a belief to be protected by the Equality Act:

- It must be genuinely held.
- It must be a belief and not an opinion or viewpoint based on information available at the moment.

- It must be a belief as to a weighty and substantial aspect of human life and behaviour.
- It must attain a certain level of cogency, seriousness, cohesion and importance.
- It must be worthy of respect in a democratic society.
- It must be compatible with human dignity and not conflict with the fundamental rights of others.

## **Sex**

A person's sex refers to the fact that they are male or female. In relation to a group of people, it refers to either men or women or to either boys or girls.

## **Sexual orientation**

Sexual orientation means the attraction a person feels towards one sex or another (or both), which determines who they form intimate relationships with or are attracted to.

- Some people are only attracted to those of the same sex (lesbian women and gay men).
- Some people are attracted to people of both sexes (bisexual people).
- Some people are only attracted to the opposite sex (heterosexual people).

Everyone is protected from being treated worse because of sexual orientation, whether they are bisexual, gay, lesbian or heterosexual.

Sexual orientation discrimination also covers discrimination connected with manifestations of that sexual orientation.