

# St. John's Primary School

## Equalities Policy



Date of policy: AUTUMN 2019

Frequency of review: Every 4 years

Reviewed by Personnel

This Equality Policy for St. John's CofE Primary School brings together all previous policies, schemes and action plans around equality including those that we had previously for Race, Gender and Disability. It includes all the protected characteristics covered under the Equality Act 2010 Legislation: The Equality Act 2010 and The Equality Act 2010 (Specific Duties) Regulations 2011 as well as other aspects which have the potential to discriminate against or to devalue any individuals within our community. We are further committed to the development of cohesive communities both within our school's physical boundaries and within our local, national and global environments.

### Our vision statement about Equality

Our vision is 'that all may love, learn and flourish' and this underpins everything we do at St. John's CofE Primary School. Our Golden rule to 'love one another' seeks to foster a warm, welcoming and respectful environment, which allow us to question and challenge discrimination and inequality, resolve conflicts peacefully and work and learn free from harassment and violence.

We recognise that there are similarities and differences between individuals and groups. We will strive to ensure that our differences do not become barriers to participation, access and learning and to create inclusive processes and practices, where the varying needs of individuals and groups are identified and met. We therefore cannot achieve equality for all by treating everyone the same but the aim is to give everyone the same access. We will build on our similarities and seek enrichment from our differences and so promote understanding and learning between and towards others to create cohesive communities.

### Our approach

We seek to embed equality of access, opportunity and outcomes for all members of our school community, within all aspects of school life. We actively look for opportunities to embrace the following key concepts:

- Shared humanity. Identifying commonality and shared values, aspirations and needs underpins our approach to equality. We value our fundamental similarities and universality
- Valuing difference and diversity. We appreciate the richness within our differences and look for ways of celebrating and understanding them better
- Social cohesion within our school and within our local community
- Excellence. We aim to inspire and recognise high personal and collective achievement throughout our community, the UK and the wider world. Excellence is to be found everywhere.
- Personal and cultural identity. We will provide opportunities to explore and value the complexity of our personal and cultural identities
- Fairness and social justice. We will develop our understanding of the inequality that exists in society and explore ways of individually and collectively promoting a more equitable society

### Our Staff

We comply fully with legislation which protects our staff (including teachers, teaching assistants, supervisors and student teachers) from discrimination based on the protected characteristics. With

regard to disability, we make such reasonable adjustments as are necessary to prevent a disabled person being at a substantial disadvantage in comparison with people who are not disabled. This includes discrimination in relation to recruitment, terms and conditions, promotions, transfers, dismissals, training and employment practices (such as dress codes) and disciplinary procedures.

We make efforts to ensure that the diversity of our workforce reflects that of our local community and wider society. In accordance with the Equality Act, we do not enquire about the health of an applicant until a job offer has been made or require job applicants to complete a generic 'all encompassing' health questionnaire as part of the application procedure.

We will ensure the safety and well-being of our staff and take seriously and act on incidents of harassment and discrimination recognising that our staff may be either victims or perpetrators.

There are some specific exceptions to the religion or belief provisions of the Equality Act for employment by schools designated as having a religious character. See website links below for further guidance on this: <https://www.legislation.gov.uk/ukpga/2010/15/contents> and <http://www.legislation.gov.uk/ukxi/2011/2260/contents/made>

We interpret our duties positively; take the necessary actions to remove barriers to inclusion and work hard to ensure a safe, positive and inclusive environment. For example, we have ensured that the building is accessible to all users and that there are accessible toilet facilities.

**Responding to hate or prejudice-based incidents and bullying**

We recognise that hate incidents or prejudice – based bullying behaviour is driven by negative assumptions, stereotypes or misinformation. These are then directed against an individual or group, based on difference (real or perceived), and linked to, for example, racism, homophobia, negative views of disabled people or sexism. We will take action to prevent, challenge and eliminate any such behaviour.

We recognise that we as individuals and society often struggle with difference of any kind (perceived or actual), which can result in seizing upon the most visible sign of difference e.g. skin colour or disability. Through our school ethos and curriculum, we want our pupils/students to understand better the diversity that exists in society. We want to provide opportunities for them to explore the subtleties and complexities in order to prevent and respond to incidents and situations. We will address the experience, understanding and needs of the victim, the perpetrator, bystanders and the wider school community through our actions and responses.

We will record all hate incidents and prejudice based bullying and these are reported termly to governors by the Designated Safeguarding Lead. We will use this information to identify trends and patterns, so that we have approaches in place to provide appropriate responses in terms of support for victims and their families, sanctions and support for perpetrators and their families and education for our children, young people and communities. Our policy on Anti-bullying policy describes our school process for responding to all hate incidents and prejudice based bullying.

The school has published various policies on the school's website: [www.st-johns.croydon.sch.uk](http://www.st-johns.croydon.sch.uk) These policies evidence the school's commitment to the principles outlined in this policy and the public sector equality duty.

## Equality Objectives

We recognise that the public sector equality duty has three aims, to:

- eliminate unlawful discrimination, harassment and victimisation and other conduct under the Act
- advance equality of opportunity between people who share a protected characteristic and those who do not
- foster good relations between people who share a protected characteristic and those who do not

Protected characteristics are:

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation

Please see Appendix A for Glossary of above terms.

We have set ourselves the following objectives for the period 2019- 2023

### Objective 1:

- To review the curriculum to ensure it results in good outcomes for pupils in all vulnerable groups, in all subjects.

### Objective 2

- To ensure that in the day to management of the classrooms and wider school environment there are no discrimination or segregation practices.

### Objective 3

- To ensure a nominated member of the SLT is responsible for the collection, analysis and publication of equality data including the recording of prejudice related incidents.

### Objective 4

- To ensure the staff and governing body reflects the diversity of the St. John's school community.

## Appendix A

Protected characteristics are:

### **Age**

- (1) In relation to the protected characteristic of age -
  - (a) a reference to a person who has a particular protected characteristic is a reference to a person of a particular age group;
  - (b) a reference to persons who share a protected characteristic is a reference to persons of the same age group.
- (2) A reference to an age group is a reference to a group of persons defined by reference to age, whether by reference to a particular age or to a range of ages.

### **Disability**

- (1) A person (P) has a disability if—
  - (a) P has a physical or mental impairment, and
  - (b) the impairment has a substantial and long-term adverse effect on P's ability to carry out normal day-to-day activities.
- (2) A reference to a disabled person is a reference to a person who has a disability.
- (3) In relation to the protected characteristic of disability—
  - (a) a reference to a person who has a particular protected characteristic is a reference to a person who has a particular disability;
  - (b) a reference to persons who share a protected characteristic is a reference to persons who have the same disability.
- (4) This Act (except Part 12 and section 190) applies in relation to a person who has had a disability as it applies in relation to a person who has the disability; accordingly (except in that Part and that section)—
  - (a) a reference (however expressed) to a person who has a disability includes a reference to a person who has had the disability, and
  - (b) a reference (however expressed) to a person who does not have a disability includes a reference to a person who has not had the disability.
- (5) A Minister of the Crown may issue guidance about matters to be taken into account in deciding any question for the purposes of subsection (1).
- (6) Schedule 1 (disability: supplementary provision) has effect.

## **Gender reassignment**

(1) A person has the protected characteristic of gender reassignment if the person is proposing to undergo, is undergoing or has undergone a process (or part of a process) for the purpose of reassigning the person's sex by changing physiological or other attributes of sex.

(2) A reference to a transsexual person is a reference to a person who has the protected characteristic of gender reassignment.

(3) In relation to the protected characteristic of gender reassignment—

(a) a reference to a person who has a particular protected characteristic is a reference to a transsexual person;

(b) a reference to persons who share a protected characteristic is a reference to transsexual persons.

## **Marriage and civil partnership**

(1) A person has the protected characteristic of marriage and civil partnership if the person is married or is a civil partner.

(2) In relation to the protected characteristic of marriage and civil partnership—

(a) a reference to a person who has a particular protected characteristic is a reference to a person who is married or is a civil partner;

(b) a reference to persons who share a protected characteristic is a reference to persons who are married or are civil partners.

## **Race**

(1) Race includes—

(a) colour;

(b) nationality;

(c) ethnic or national origins.

(2) In relation to the protected characteristic of race—

(a) a reference to a person who has a particular protected characteristic is a reference to a person of a particular racial group;

(b) a reference to persons who share a protected characteristic is a reference to persons of the same racial group.

(3) A racial group is a group of persons defined by reference to race; and a reference to a person's racial group is a reference to a racial group into which the person falls.

(4) The fact that a racial group comprises two or more distinct racial groups does not prevent it from constituting a particular racial group.

(5) A Minister of the Crown F1...—

(a) [F2must by order] amend this section so as to provide for caste to be an aspect of race;

(b) [F3may by order] amend this Act so as to provide for an exception to a provision of this Act to apply, or not to apply, to caste or to apply, or not to apply, to caste in specified circumstances.

(6) The power under section 207(4)(b), in its application to subsection (5), includes power to amend this Act.

### **Religion or belief**

(1) Religion means any religion and a reference to religion includes a reference to a lack of religion.

(2) Belief means any religious or philosophical belief and a reference to belief includes a reference to a lack of belief.

(3) In relation to the protected characteristic of religion or belief—

(a) a reference to a person who has a particular protected characteristic is a reference to a person of a particular religion or belief;

(b) a reference to persons who share a protected characteristic is a reference to persons who are of the same religion or belief.

### **Sex**

In relation to the protected characteristic of sex—

(a) a reference to a person who has a particular protected characteristic is a reference to a man or to a woman;

(b) a reference to persons who share a protected characteristic is a reference to persons of the same sex.

### **Sexual orientation**

(1) Sexual orientation means a person's sexual orientation towards—

(a) persons of the same sex,

(b) persons of the opposite sex, or

(c) persons of either sex.

(2) In relation to the protected characteristic of sexual orientation—

(a) a reference to a person who has a particular protected characteristic is a reference to a person who is of a particular sexual orientation;

(b)a reference to persons who share a protected characteristic is a reference to persons who are of the same sexual orientation.

**Pregnancy and Maternity**