



Equality Policy

Objectives under the Equality Act 2010

Date of document:	December 2021
Date for review:	December 2023
Lead reviewer:	Greg McGill
Approval by:	Governing body (L Settle)

Aims

This policy will seek to:

- Eliminate discrimination and other conduct prohibited by the Equality Act 2010
- Advance equality of opportunity for all. It reflects the legal duties set out in the **Equality Act 2010** and non- statutory guidance set out by the government in December 2011 and March 2012. This document is also based on Department for Education (DfE) guidance.
- Foster good relations across all characteristics between people who share a protected characteristic and people who do not share it.

Part One sets out the school's aims to promote equality of opportunity and comply with the Act; Part Two sets out our duties in reference to the Equality Act 2010 which are referred to in Part One.

Part One

The primary aim of Swallowfield Lower School is to enable all pupils to take part as fully as possible in every part of school life by developing each child's self-confidence, recognising their strengths and encouraging them to achieve their full potential.

Swallowfield Lower School will take steps to advance equality of opportunity, foster good relations and eliminate discrimination or harassment across all the protected characteristics (age, race, gender reassignment, disability, marriage and civil partnership, religion and belief, pregnancy and maternity, gender, sexual orientation) within the whole school community.

On behalf of the School governors of Swallowfield Lower School in September-2020

Objective 1. "To promote cultural development and understanding through a rich range of experiences, conversations and activities both in and beyond school"

Objective 2. To use performance data to monitor pupil achievement and respond to variations in groups of pupils, subjects, key stages, trends over time and compared with other schools.

Objective 3. To ensure pupils and all other stakeholders have equal access and opportunities to make a positive contribution to school life.

How we will meet the above objectives:

- We will take reasonable and necessary steps to meet the needs of pupils by using a variety of approaches and planning reasonable adjustments for disabled pupils, enabling our pupils to take as full a part as possible in all the activities of the school. We will make reasonable adjustments to ensure the school environment and its activities are as accessible and welcoming as possible for pupils, staff and visitors to the school.
- We will actively encourage positive attitudes towards pupils and staff and expect everyone to treat others with dignity and respect.
- Promote tolerance and understanding of a range of religions and cultures through different aspects of our curriculum and through our Values Education. This includes teaching in RE, PSHE (Personal, Social and Health Education) but also activities in other areas. For example, as part of teaching and learning in English, pupils will be introduced to literature from a range of cultures.
- We will regularly consider the ways in which our teaching and the curriculum provision will support high standards of attainment, promote our Values Education, and help pupils understand and value the diversity that surrounds them, and challenge prejudice and stereotyping.
- Hold assemblies dealing with relevant issues. Weekly Values assemblies are held along with Key Stage assemblies which often deal with these issues.
- Remove or minimise disadvantages suffered by people who are connected to a particular characteristic they have (e.g. pupils with disabilities, LGBTQ+ staff or pupils, those pupils or staff who identify as a gender other than their birth biological gender. These examples are not exhaustive)
- Encouraging people with a particular characteristic to participate fully in any activities.
- Work with our local community. This includes inviting leaders of local faith groups to speak at assemblies and organising school trips and activities based around the local community.
- We will ensure the curriculum is accessible to all pupils with special educational needs and disabilities (SEND) or those for whom English is not their first language. Auxiliary aids and services will be provided for them, where reasonable adjustments are required. By planning ahead, staff will ensure that all pupils are able to take part in extra-curricular activities and residential visits.
- Throughout the year, the school will hold events to raise awareness of equality and diversity. This may include a focus on respect for other cultures, religions and beliefs, and developing an understanding of the effects of discrimination.

In fulfilling this aspect of duty, Swallowfield will:

- Ensure governor/staff consultation is sought when reviewing this policy.
- Monitor the progress and achievement of pupils by the relevant and appropriate protected characteristics. This information will help the school to ensure that individual pupils are achieving their potential, the school is being inclusive in practice, and trends are identified which inform the setting of our equality objectives in the School Development Plan.
- Collect and analyse information about protected characteristics in relation to staff recruitment, retention, training opportunities and promotions to ensure all staff have equality of opportunity.

Through training led by the Headteacher and SENDCo in the Autumn Term of 2021, we continue to ensure that all staff are aware of their legal duties under the Equality Act 2010 and the different forms of discrimination.

Swallowfield consulted with the governing body to establish equality objectives and draw up a plan based on information collected on protected groups and accessibility planning. These equality objectives will be reviewed and reported on at governor level.

Part Two

Our Legal Duties

Legislation relating to equality and discrimination is laid out in the Equality Act 2010. This legislation covers employment (work), the provision of services and public functions, and education.

Employers (schools) are liable for discriminatory acts of their employees if they did not take reasonable steps to prevent such acts. Employees can be liable for acts (where an employer took reasonable steps to prevent such acts).

Eliminating discrimination

Staff and governors are reminded of their responsibilities under the Equality Act. New staff are asked to read our Equality and Accessibility Policy as part of their induction and all staff receive a list of policies with which they should be familiar every October. The school has a designated member of staff (the Deputy Headteacher) for monitoring equality issues. They regularly liaise with the Senior Leadership Team regarding any issues.

The ‘Protected Characteristics’ within equality law are:

Age - A person of a particular age (e.g. 32 year old) or a range of ages (e.g. 18 - 30 year olds). Age discrimination does not apply to the provision of education, but it does apply to work.

Disability - A person has a disability if s/he has, or has had, a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities. It includes discrimination arising from something connected with their disability such as use of aids or medical conditions. HIV, multiple sclerosis and cancer are all considered as disabilities, regardless of their effect.

Marriage and civil partnership – Marriage and civil partnership discrimination does not apply to the provision of education, but it does apply to work.

Pregnancy and maternity - Maternity refers to the period of 26 weeks after the birth (including still births), which reflects the period of a woman's Ordinary Maternity Leave entitlement in the employment context. In employment, it also covers (where eligible) the period up to the end of her Additional Maternity Leave.

Race - A person's colour, nationality, ethnic or national origin. It includes Travellers and Gypsies as well as White British people.

Religion and belief - Religious and philosophical beliefs including lack of belief. Generally, a belief should affect your life choices or the way you live for it to be included in the definition.

Religion and belief discrimination does not prevent a school from carrying out collective worship or other curriculum-based activities, but pupils may withdraw from acts of collective worship.

Sexual orientation - A person's sexual orientation towards the same sex (lesbian or gay), the opposite sex (heterosexual) or to both sexes (bisexual). Although children may not identify as gay or lesbian when very young, promotion of sexual orientation equality is as relevant in a lower/primary school environment as it is in a secondary school. For example, a child may have an older sibling, teacher or parent who is gay. Children may experience friends 'questioning' or 'coming out' when they are in secondary school or college. Schools with a particular religious ethos cannot discriminate against lesbian, gay or bisexual pupils. It is also unlawful to discriminate because of the sex, race, disability, religion or belief, sexual orientation or gender reassignment of another person with whom the pupil is associated.

'Prohibited Conduct' (acts that are unlawful)

Direct discrimination

Less favourable treatment because of a protected characteristic.

Indirect discrimination

A provision, criteria or practice that puts a person at a particular disadvantage and is not a proportionate means of achieving a legitimate aim.

Harassment

Conduct which has the purpose or effect of violating dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment. It includes harassment by a third party (e.g. customer or contractor) in the employment context.

Victimisation

Subjecting a person to a detriment because of their involvement with proceedings (a complaint) brought in connection with this Act.

Discrimination arising from disability

Treating someone unfavourably because of something connected with their disability (such as periods of absence from work or medical conditions) and failure to make reasonable adjustments.

Pregnancy/maternity related discrimination

Unfavourable treatment because of pregnancy or maternity. It includes unfavourable treatment of a woman or girl because she is breastfeeding.

Discrimination by association or perception

For example, discriminating against someone because they "look gay", or because they have a gay brother; discriminating against someone because they care for a disabled relative. Schools are allowed to treat disabled pupils more favourably than non-disabled pupils, and in some cases are required to do so, by making reasonable adjustments to put them on a more level footing with pupils without disabilities.

Reasonable Adjustments and Accessibility Plans

Schools are required to:

- Take reasonable steps to avoid disadvantage caused by a provision, criteria or practice or a physical feature that puts a disabled person at a substantial disadvantage compared to a non-disabled person. This involves removing or avoiding a physical feature, for example steps and lifts.
- Take reasonable steps to provide auxiliary aids/services.
- Provide information in an accessible format.
- Develop and implement (by allocating appropriate resources) Accessibility Plans to:
 - Increase disabled pupils' access to the school curriculum
 - Improve the physical environment
 - Improve provision of information.

Swallowfield will plan ahead for the reasonable adjustments that it may need to make, working with the relevant admissions authority as appropriate.

Roles and Responsibilities

Governing Body

- Ensure that the equality information and objectives as set out in this statement are published and communicated, including to staff, pupils and parents, and that they are reviewed and updated at least once every three years.
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the head teacher
- Monitor success and report back to the governing body due to its inclusion on the School Development Plan in 2020-21.
- Ensure all other school policies promote equality.

Headteacher/Deputy Headteacher

- Implement the policy and its related procedures.
- Take appropriate action in any case of actual or potential discrimination.
- Promote knowledge and understanding of the equality objectives amongst staff and pupils
- Monitor success in achieving the objectives and report back to governors
- Ensure that all staff and pupils are aware of the process for reporting and following up peer on peer abuse and prejudice-related incidents.

The SENDCO

- Support the head teacher in promoting knowledge and understanding of the equality objectives amongst staff and pupils
- Support the head teacher in identifying any staff training needs, and deliver training as necessary.

All staff

- Will enact this policy, its commitments and procedures, and their responsibilities associated with this policy.
- Deal with peer on peer abuse and discriminatory incidents, and know how to identify and challenge prejudice and stereotyping.
- Promote equality and good relations and not discriminate on any grounds.
- To be models of equal opportunities through their words and actions.

Pupils

- Refrain from engaging in discriminatory behaviour or any other behaviour that contravenes this policy.

Visitors (e.g. parent helpers, contractors) to be aware of, and comply with, the school's equality policy.

- To refrain from engaging in discriminatory behaviour (for example, racist language) on school premises.