



Equalities Policy and Information

GRAND AVENUE PRIMARY AND NURSERY SCHOOL
EQUALITY POLICY AND INFORMATION

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Agreed by staff and Governors - Autumn term 2021

Review date - Autumn term 2022

Our vision

Grand Avenue Primary and Nursery School seeks to foster a warm, welcoming and respectful environment, which allows us to challenge discrimination and inequality. We will work and learn free from harassment and violence; resolving any conflicts peacefully.

Our practice includes having due regard to all the protected characteristics covered under the Equality Act 2010 as well as other aspects which have the potential to discriminate against any individuals within our community. We are committed to the development of cohesive communities both within our school's physical boundaries and within our local, national and global environments. Our school embraces the aim of working together with others to improve children's educational and wellbeing outcomes, and notes the rights set out in the UN Convention on the Rights of the Child.

We recognise that there are similarities and differences between individuals and groups but we will strive to ensure that our differences do not become barriers to participation, access or learning. We are committed to creating inclusive processes and practices, where the varying needs of individuals and groups are identified and met wherever possible. We therefore cannot achieve equality for all by treating everyone the same.

The purpose of this Equality Information document is to set out how our policies and practices have due regard to the need to build on our similarities and seek enrichment from our differences and so promote understanding and learning between and towards others to create cohesive communities.

This Equality Policy/Information document and our Equality Action Plan are inclusive of our whole school community – pupils, staff, parents/carers, governors, visitors and outside agencies.

Aims of our Equality Practice

- To eliminate discrimination, harassment and victimisation.
- To promote equality of access and opportunity within our school and where possible, within our wider community.
- To promote positive attitudes to difference and good relationships between people with different backgrounds, genders, cultures, faiths, abilities, sexual orientations and ethnic origins.

Our Principles

The school endeavours to embed equality of access, opportunity and outcome for all members of our school community, within all aspects of school life. The school actively seeks out 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
- **Interdependence, interaction and influence.** We recognise that, as they evolve, distinct cultures, beliefs and lifestyles will impact on and inform each other
- **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.
- **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 Policy

We comply fully with legislation which protects all our staff (including teachers, teaching assistants, office staff, SMSA's) from discrimination based on the protected characteristics. This includes discrimination in relation to recruitment, terms and conditions, promotions, transfers, dismissals, training, 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.

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. (See Anti-bullying and Harassment policy)

Our staff team are aware of their equality duties and the differing needs of protected groups within our school community. Staff interpret their duties positively; take the necessary actions to remove barriers to exclusion and work hard to ensure a safe, positive and inclusive environment.

We will ensure all members of our school staff identify opportunities for promoting our vision and our duties on equality legislation across all aspects of school life. We promote the

engagement, participation and involvement in school of all children and their families. For example ; we have disabled access including disabled parking bays, ramps inside school and disabled toilets, and we are fully aware of the dietary requirements of ethnic groups.

We endeavour to make equality of provision for all our pupils in a variety of ways, including through;

- preparation for entry to our school and transition through the key stages
- activities to enrich the curriculum eg visitors, visits, drama
- school policies
- breaks and lunchtimes
- the provision of school meals
- interaction with peers
- statutory testing arrangements
- behaviour management approach and sanctions
- exclusion procedures
- school clubs, activities and school trips
- our arrangements for working with other agencies
- learning and teaching and the planned curriculum
- classroom organisation
- timetabling
- grouping of pupils
- home learning
- access to school facilities
- activities to enrich the curriculum, eg visitors, visits
- staff welfare

Roles and responsibilities within our school community

Our Head teacher will:

- ensure that governors, staff, parents/carers, pupils, visitors and contractors are engaged in the development of and informed about the aims of this Equality Policy
- oversee the effective implementation of this policy
- ensure staff have access to training which helps to implement this policy
- develop partnerships with external agencies regarding this policy so that the school's actions are in line with the best advice available
- monitor the policy and report to the Governing Body on the effectiveness of this policy and publish this information
- ensure that the Senior Leadership team is kept up to date with any development affecting this policy or actions arising from it

Our governing body will:

- designate a governor with specific responsibility for the Equality documentation and monitors practice within the school
- ensure that the objectives arising from the policy form part of the School Development Plan
- support the head teacher in implementing any actions necessary
- engage with parents and partner agencies about this policy
- evaluate and review this document and action plan annually

Our Senior Leadership Team will:

- have responsibility for supporting other staff in implementing this Equality Policy
- provide a lead in the dissemination of information relating to this policy
- with the Head teacher, provide advice/support in dealing with any incidents/issues
- assist in implementing reviews of this policy as detailed in the School development plan

Our parents/carers will:

- have access to this document through a range of different formats appropriate to their requirements
- be encouraged to actively support this policy
- be encouraged to attend any relevant meetings and activities related to this policy
- be informed of any incident related to this policy which could directly affect their child

Our school staff will:

- be involved in the development of the Equality Policy and Action Plan
- be fully aware of this policy and how it relates to them
- understand that Equality practice involves the whole school and support this policy
- identify any queries or training requirements
- Show in planning and teaching that equality of opportunity occurs in all lessons
- Challenge any behaviour that is contrary to the aims of this policy
- Use carefully selected resources to eliminate stereotyping

The school has established good links with our local and our wider community. We welcome visitors into our school, from them we learn about equality issues outside school and can establish mechanisms for addressing them within school. By listening to those within our community we are able to identify new areas of work, improve existing approaches and focus our energy where it is required.

Developing Equality Information

We have used data, other information about our school and Equality analysis as a measure to determine the effects of our practice on different groups. We have taken a step-by-step approach to equality analysis as set out below:

1) Identifying who is responsible for the equality analysis

Equality analysis is an integral part of policy development. We have integrated it into day-to-day policy-making, business planning, governance and decision-making arrangements. This means that any person making a decision or advising the decision-maker about a policy undertakes an equality analysis, with appropriate assistance and support.

2) Establishing relevance to equality

We ensure that all of our policies and practices, both current and proposed, have given proper consideration to equality.

3) Analysing our equality information

We acknowledge that Equality analysis is an opportunity to identify ways to advance equality of opportunity and to foster good relations. We bring together all of our equality information in order to make a judgement about what the likely effect of the policy will be on equality, and whether we need to make any changes to the policy.

4) Monitoring and review

Our equality analysis helps us to anticipate and address the policy's likely effects on different groups. The effect of the Equalities policy will be monitored closely. We may find that we need to revise the policy if negative effects do occur. For example; area demographics can change, leading to different needs, alternative provision can become available or new options to reduce an adverse effect could become apparent.

Services and Support

The Local Authority provides us with a range of services which support the equality agenda and helps us to identify our strengths and those areas requiring action. Eg Education Welfare Service, Health partners.

We work closely with the local authority on procurement to ensure that equality issues are given full regard. When buying goods and services from external suppliers, we ask the following questions to help ensure that equality issues and duties are taken into account:

- Could the proposed procurement affect the duty to eliminate discrimination and harassment?
- Could the proposed procurement affect the promotion equality of opportunity amongst the school community?
- Is there a need to include an equality requirement within the contract and what would this be?

We ensure that contract conditions require contractors to comply with the relevant legislation and with our equality policy and we require similar compliance by any sub-contractors.

Responding to incidents

We recognise that hate incidents or prejudice –based bullying behaviour is driven by negative assumptions, stereotypes or misinformation. These may be 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 take action to prevent, challenge and eliminate any such behaviour. (see Anti-bullying and Harassment Policy)

Through our school ethos and curriculum, we want our pupils and staff to understand better the diversity that exists in society. We address every reported incident, understanding and responding to the needs of any victim, the perpetrator and the wider school community.

We record all bullying incidents within a school data base. We 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.

Links to other policies

Equality of opportunity is an intrinsic part of all aspects of school life. A statement relating to equal opportunities will be made in each school policy. It links most especially to the Code of Conduct Policy, Complaints policy, Anti-Bullying and Harassment Policy, Whistle Blowing policy and Racial Equality Statement. This policy also needs to be read in conjunction with the Equality Objectives action plan created each year.

Concluding statement

Our objective is to minimise and eliminate all aspects of discrimination. We acknowledge discrimination may occur in a variety of ways and make it a priority to ensure and members of our community understand and comply with our policy.

This Equalities Information document will be actively promoted and disseminated through our website. We will review our documentation annually and analyse whether our policy, practice and related objectives have furthered the aims of the general equality duty and in particular, educational outcomes for all within our school community including reference to the protected groups.

Appendix A - Key legislation

Equality Act 2010- Harmonises and streamlines existing equality legislation into one Single Act.

The Act protects pupils from discrimination and harassment based on 'protected characteristics':

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

This relates to:

- prospective pupils
- pupils at the school
- in some limited circumstances, former pupils

The Act also contains positive action provisions which enable schools to take proportionate action to address disadvantage faced by particular pupils. Such action could include targeted provision, resources or putting in place additional or bespoke provision to benefit a particular disadvantaged pupil group.

The Public Sector Equality Duty commenced in April 2011.

For more information:

<http://www.equalityhumanrights.com/advice-and-guidance/new-equality-act-guidance/>

<http://www.education.gov.uk/schools/pupilsupport/inclusionandlearnersupport/inclusion/equalityanddiversity/a0064570/the-equality-act-2010>

Appendix B

Our school within the wider context

Data as at 30/09/2021

672 pupils

Boys - 338, Girls - 334

11.01% of our pupils receive free school meals

11.31% of our pupils have Special Educational Needs

32.89 % of our pupils have an ethnic minority background

Appendix C

Examples of equality to meet the General Equality Duty

- Our School hold the Equalities Award (Awarded in 2018)
- All children take part in annual Sports Day. Sporting activities are not separated by gender or ability.
- Payments for trips are voluntary. Large payments for trips maybe made in instalments
- All year 6 children invited to take part in school residential.
- The school participated in and celebrated 'Autism Awareness Week'.
- Members of community being invited to be involved in the schools' Harvest celebrations.
- Our school choir (Grand Singers) performing at outside events such as singing carols at a local care home and the Emmanuel church.

Appendix D

Equality and Diversity Policy for School Staff

Introduction

The Governing Body of Grand Avenue Primary and Nursery School is committed to promoting equality of opportunity for all staff and job applicants. We aim to create a supportive and inclusive working environment in which all individuals are able to make best use of their skills, free from discrimination or harassment, and in which all decisions are based on merit.

We do not discriminate against staff on the basis of age; race; sex; disability; sexual orientation; gender reassignment; marriage and civil partnership; pregnancy and maternity; religion, faith or belief. (Equality Act 2010 protected characteristics). The principles of non-discrimination and equality of opportunity also apply to the way in which staff and Governors treat visitors, volunteers, contractors and former staff members.

All staff have a duty to act in accordance with this policy and treat colleagues with dignity at all times, and not to discriminate against or harass other members of staff, regardless of their status. (See also Anti-Bullying and Harassment policy.)

This policy does not form part of any employee's contract of employment and may be amended at any time. This policy covers all individuals working at all levels and grades, including senior managers, employees, trainees, part-time and fixed-term employees, volunteers, casual workers, agency staff and governors (collectively referred to as staff in this document).

Responsibilities

All staff will set an appropriate standard of behaviour, lead by example and ensure that those they manage adhere to the policy and promote our aims and objectives with regard to equal opportunities. Staff will be given appropriate training on equal opportunities awareness and equal opportunities recruitment and selection best practice. The Headteacher has overall responsibility for equal opportunities training. All members of staff are personally responsible for ensuring that they adhere to the policy and promote the aims and objectives with regard to equal opportunities. Staff should be aware that they may be personally liable if they are found to have discriminated against another person whilst in school or on school-related business.

Members of staff lead on Equal Equalities to ensure objectives are met.

The Resource and Finance Committee is responsible for monitoring the implementation of this policy.

Review of this policy has been delegated to the Deputyhead.

Scope and purpose of the policy

This policy applies to all aspects of our relationship with staff and to relations between staff members at all levels. This includes job advertisements, recruitment and selection, training and development, opportunities for promotion, conditions of service, pay and benefits, conduct at work, disciplinary and grievance procedures, and termination of employment.

The school will endeavour to accommodate the requirements of different religions, cultures, and domestic responsibilities. For example; Recruitment, dress code, flexible working.

Forms of discrimination

Discrimination by or against an employee is generally prohibited unless there is a specific legal exemption. Discrimination may be direct or indirect and it may occur intentionally or unintentionally.

Direct discrimination occurs where someone is treated less favourably because of one or more of the protected characteristics set out above. For example, rejecting an applicant on the grounds of their race because they would not "fit in" would be direct discrimination.

Indirect discrimination is where there is a provision, criterion or practice that applies to everyone but adversely affects people with a particular protected characteristic more than others, and is not justified. For example, a requirement to work full time adversely affects women because they generally have greater childcare commitments than men. Such a requirement will be discriminatory unless it is objectively justified.

Harassment is unwanted conduct that has the purpose or effect of violating someone's dignity, or creating an intimidating, hostile, degrading, humiliating or offensive environment for them. Harassment related to any of the protected characteristics is prohibited.

Victimisation is less favourable treatment of someone who has complained or given information about discrimination or harassment, or supported someone else's complaint. Victimisation is prohibited.

Disability discrimination, including direct and indirect discrimination, is any unjustified less favourable treatment because of the effects of a disability, and failure to make reasonable adjustments to alleviate disadvantages caused by a disability.

Staff training and promotion and conditions of service

Staff training needs will be identified through regular staff appraisals. All staff will be given appropriate access to training to enable them to progress within the organisation and all promotion decisions will be made on the basis of merit. Workforce composition and promotions will be regularly monitored to ensure equality of opportunity at all levels of the organisation. Where appropriate, steps will be taken to identify and remove unjustified barriers and to meet the special needs of disadvantaged or underrepresented groups.

The conditions of service, benefits and facilities are reviewed regularly to ensure that they are available to all staff who should have access to them and that there are no unlawful obstacles to accessing them.

Discipline and Termination of Employment

The school will ensure that disciplinary procedures and penalties are applied without discrimination, whether they result in disciplinary warnings, dismissal or other disciplinary action. The school will ensure that redundancy criteria and procedures are fair and objective and are not directly or indirectly discriminatory.

Disability discrimination

A member of staff who is disabled or becomes disabled, encouraged to tell the school about the condition so that appropriate support can be undertaken. Members of staff who experience difficulties at work because of a disability, should speak to their line manager to discuss any reasonable adjustments that would help overcome or minimise the difficulty. The line manager may wish to consult with the member of staff and their medical adviser(s) about possible adjustments. The school will consider the matter carefully and try to accommodate any specific needs. If the school considers a particular adjustment would not be reasonable, reasons will be explained and an alternative solution found where possible.

The school will monitor the physical features of the premises to consider whether they place disabled workers, job applicants at a substantial disadvantage compared to other staff. Where reasonable, steps will be taken to improve access for disabled staff.

Fixed-term employees, Casual and Agency Workers

The school will monitor the use of fixed-term employees, casual and agency workers, and their conditions of service, to ensure that they are being offered appropriate access to benefits, training, promotion and permanent employment opportunities. We will, where relevant, monitor their progress to ensure that they are accessing permanent vacancies.

Part-time work

The school will monitor the conditions of service of part-time employees and their progression to ensure that they are being offered appropriate access to benefits and training and promotion opportunities. We will ensure requests to alter working hours are dealt with appropriately.

Breaches of this policy

Members of staff who believe that they may have been discriminated against are encouraged to raise the matter through the Grievance Procedure. Members of staff who believe that they may have been subject to harassment or bullying are encouraged to raise the matter through the Antbullying and Harassment Policy Procedures.

Allegations regarding potential breaches of this policy will be treated in confidence and investigated in accordance with the relevant procedure. Staff who make such allegations in good faith will not be victimised or treated less favourably as a result. False allegations which are found to have been made in bad faith will, however, be dealt with under our Disciplinary Procedure.

Any member of staff who is found to have committed an act of discrimination or harassment will be subject to disciplinary action. Such behaviour may constitute gross misconduct and, as such, may result in summary dismissal. We take a strict approach to serious breaches of this policy