

Castle School



Equalities Objectives

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| Status: Statutory | Drafted by: EPM/SBM | Date Approved: 19/11/2021 | Approved by: Finance & Personnel |
| Date to be reviewed: Autumn 2024 | To be reviewed by: Finance & Personnel | Date shared with staff: Nov 2021 | Publish on school website: YES |

1. Introduction

This statement covers our responsibilities under legislation for ensuring equality in relation to:

- Race
- Disability
- Gender & gender reassignment
- Pregnancy & maternity
- Age
- Religion and Belief
- Sexual Orientation
- Special Educational Needs
- Community cohesion

The purpose of this document is to show how our school is going to promote equality for pupils, staff, parents and the wider community. We believe in treating everyone fairly and we are committed to creating an environment in our school which is appropriate and accessible to all. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment that embraces respect for all.

We aim to encourage and listen to local views and involve local people in the work of our school. We recognise that equality will only be achieved by the whole school community working together- learners, staff, governors and parents/carers. All school staff and members of the school's community have a responsibility to treat everyone fairly and to promote arrangements for people with disabilities.

2. National, Legal and school context

The Equality Act 2010 which came into force in April 2011 has brought together all the current discrimination laws into one. All schools have duties to promote race, disability and gender equality. Schools also have a duty to promote community cohesion, developing good relations across groups within the community. More details of the relevant legislation are set out in Annex 1 to this policy:

3. Guiding principles

In fulfilling our legal obligations, we have regard to seven principles:

a) Everyone in our school community is of equal value.

b) We recognise and respect difference.

At Castle, we believe that diversity is a strength and as such should be celebrated by all who learn and teach here. Our policies, procedures and activities must not discriminate but must nevertheless take account of differences of life-experience, outlook and background, and in the kinds of barrier and disadvantage which people may face, in relation to:

- disability, so that reasonable adjustments are made
 - ethnicity, so that different cultural backgrounds and experiences of prejudice are recognised
 - gender, so that the different needs and experiences of girls and boys, and women and men, are recognised
 - religion, belief or faith background
 - sexual identity.
- c) We foster positive attitudes and relationships, and a shared sense of cohesion and belonging.**
- d) We observe good equalities practice in staff recruitment, retention and development.**
- e) We aim to reduce and remove inequalities and barriers that already exist.**
- f) We consult and involve widely.**
- g) We base our practices on sound evidence.**

We collect, study and use quantitative and qualitative data relating to the implementation of this policy, and make adjustments as appropriate. In particular we collect, analyse and use data in relation to achievement, broken down as appropriate according to disabilities and special educational needs; ethnicity, culture, language, religious affiliation, national origin and national status; and gender. The data we gather will be used to support pupils, raise standards and ensure inclusive teaching.

4. The curriculum

We keep each curriculum subject or area under review in order to ensure that teaching and learning reflect our equality principles.

5. Roles and responsibilities

The governing body is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and action plans are implemented.

A member of the governing body has a watching brief regarding the implementation of this policy.

The headteacher is responsible for implementing the policy; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination.

All staff are expected to:

- promote an inclusive and collaborative ethos in their classroom
- deal with any prejudice-related incidents that may occur
- plan and deliver curricula and lessons that reflect our equality principles
- provide appropriate support to meet the diverse needs of pupils in their class
- keep up-to-date with equalities legislation relevant to their work.

6. Tackling discrimination

Harassment on account of race, gender, disability or sexual orientation is unacceptable and is not tolerated within the school environment. All staff are expected to deal with discriminatory incidents: how to identify and challenge prejudice and stereotyping, and support the full range of diverse needs according to pupils' individual circumstances.

What is a discriminatory incident?

Harassment on grounds of race, gender, disability, sexual orientation or other factors, can take many forms including verbal, physical abuse, name calling, exclusion from groups or activities, unwanted looks or comments, cyber bullying, jokes or graffiti. A racist incident is defined as:

“any incident which is perceived to be racist by the victim or any other person.”

Types of discriminatory incidents that can occur:

- Physical assault because of race, gender, disability or sexual orientation

- Use of derogatory names, insults or jokes
- Racist, sexist, homophobic graffiti
- Provocative behaviour such as wearing racist, sexist, homophobic badges or insignia
- Bringing discriminatory material into school
- Verbal abuse or threats
- Incitement of others to discriminate or bully due to race, gender, disability or sexual orientation
- Discriminatory comments in the course of discussions
- Attempts to recruit others to discriminatory organisations or groups
- Ridicule of an individual
- Refusal to cooperate with others on grounds of race, gender, disability or sexual orientation

7. Review of progress and impact

The plan has been agreed by the Governing body and it is part of a rolling programme of policy review. In line with legislation, we will review progress on a 3 year cycle. We make regular assessments of pupils to track progress.

8. Publishing the plan

In order to meet the statutory requirements, we will:

- Publish our plan on the school website
- Include the plan in the Headteacher Report to Governors
- Raise awareness of the plan through the school newsletter, assemblies and staff meetings

Signed.....
Chair of Governors

Date.....

Signed.....

Date.....

Headteacher

National and Legal context

The Equality Act 2010 which came into force in April 2011 has brought together all the current discrimination laws into one. All schools have duties to promote race, disability and gender equality. Schools also have a duty to promote community cohesion, developing good relations across groups within the community.

The 3 aims of the general duty are:

- To eliminate unlawful discrimination, harassment and victimisation by removing or minimising disadvantages suffered by people due to their protected characteristics
- To advance equality of opportunity between people who share a protected characteristic and those who do not, by taking steps to meet their needs where they are different from the needs of others
- To foster good relations between those who share a protected characteristic and those who do not by encouraging participation in activities where it is disproportionately low

There are a number of statutory duties that must be met by schools.

a. Race equality

The general duty requires schools to:

- Eliminate racial discrimination
- Promote equality of opportunity
- Promote good relations between people of different racial groups

b. Disability

The Disability Discrimination Act 2006 defines a disabled person as someone who has “a physical or mental impairment which has a substantial or long-term adverse effect on his or her ability to carry out normal day-to-day activities.”

The general duty requires schools to have due regard to the following:

- Promoting equality of opportunity between disabled people and others
- Eliminating discrimination and harassment of disabled people in relation to their disability
- Promoting positive attitudes towards disabled people
- Encouraging participation in public life by disabled people
- Taking steps to meet disabled people’s needs, even if this requires more favourable treatment

c. Gender

The Gender Equality Act places a general duty on schools to:

- Eliminate unlawful discrimination and harassment on the grounds of gender or gender reassignment
- Promote equality of opportunity between male and female pupils and male and female staff

d. Sexual orientation

The Equality Act (Sexual orientation) 2007 made discrimination on the grounds of sexual orientation unlawful. For schools, this relates to admission and treatment of, and services to, pupils.

e. Publishing information

Schools are required to maintain and publish quantitative and qualitative information showing their compliance with the public sector equality duty (PSED) set out in clause 149 of the Equality Act 2010.

f. Community cohesion

Schools have a duty under the Education and Inspections Act 2006 to promote community cohesion.

- Since the Equality Act 2010 came into effect in April 2011 there has no longer been a requirement that schools should draw up and publish equality schemes or policies. It is still good practice, however, for a school to make a statement about the principles according to which it reviews the impact on equalities of its policies and practices, and according to which it gathers and publishes information, and decides on specific objectives.
- Schools' legal duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.