

Summerfields

PRIMARY SCHOOL



Equality Policy

Reviewed: 12th October 2017

Next Review: 12th October 2020

Signed:

A handwritten signature in black ink, consisting of the letters 'JOM' in a stylized, cursive font.

SUMMERFIELDS PRIMARY SCHOOL
EQUALITY POLICY

This policy complies with the Equalities Act 2010 and the Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017.

RATIONALE:

We respect the integrity of every individual and believe in the inherent worth of each adult and pupil, regardless of background, lifestyle or circumstance. We recognise that each person, through their particular and distinctive experience and insight, has the potential to make a unique and invaluable contribution to the success of our School.

We recognise the importance of harnessing a wide range of characteristics, abilities, experiences and insights to ensure the continuity healthy development of the School community, in a diverse and increasingly sophisticated world. Within the means available, in pupils, volunteer, adults, staff, and governors.

We recognise the importance of justice in our dealings with one another and believe that no one should be treated unfairly, especially those who, because of background, lifestyle or circumstance might be more vulnerable to mistreatment.

To sustain this ethos, we believe it is essential that all adults, and especially prospective staff, staff and governors should be aware of, and in sympathy with, our core values which underpin the school's activities, and should be prepared to participate fully in the life of the School.

AIMS

1. Statement of Intent - Pupils

We operate a policy with regard to pupils that seeks to be clear, consistent and fair. Everyone has the right to be treated with dignity and respect.

We recognise that pupils vary in age, ability, academic development and personal interests, and the School will seek to be attentive to that diversity, so as to ensure that every pupil is provided with the resources to flourish and that no pupil is knowingly or unwittingly disadvantaged across the range of their learning or participation. We will seek to treat all pupils fairly, including pupils who achieve beyond assessment expectations in particular areas, or who have not yet achieved the

level of progress for which they are aiming, through the provision of appropriate support.

Within the wider life of the School pupils may choose - within the limits of education requirements and good standards of behaviour - to participate, or refrain from participation, in differing aspects of the School's life, including its extra curricular activities, without suffering unfair treatment from other pupils, staff or other adults charged with their education and welfare at Summerfields Primary School.

Whilst it may be necessary to restrict numbers participating in particular activities, to ensure operational effectiveness and safety, we will endeavour to ensure that opportunities to participate in the range of School activities are as open and fair as possible.

We oppose all forms of unlawful and unfair discrimination, including any conduct that has the purpose of violating a pupil's dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment. We are further opposed to any act of victimisation, harassment or bullying. Such action will be investigated in accordance with the school's procedures, and appropriate action taken, which may, if necessary, include disciplinary proceedings.

2. Statement of Intent - Staff

We operate a policy with regard to staff and prospective staff that aspires to be clear, consistent and fair. In particular, the School is committed to ensuring that staff appointment, training, development and promotion is determined on merit, giving due consideration to the needs of the School.

All decisions, including advertising of vacancies, short-listing, selection, induction, appraisal, training, development, promotion, terms and conditions of employment, dismissal and pay will be based on an objective and fair assessment of the School's requirements. The only personal characteristics, which may be taken into account, will be those necessary for the proper performance of the role in question.

The over-riding premise that will be adhered to in matters of equality, by all adults in the school, is that everyone has the right to be treated with dignity and respect.

We oppose all forms of unlawful and unfair discrimination, including any conduct that has the purpose of violating a person's dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment. We are further opposed to any act of victimisation, harassment or bullying. Such action will be investigated in accordance with the school's procedures, and appropriate action taken, which may include formal disciplinary action.

Any member of staff who deliberately and knowingly contravenes the policy will be liable to formal disciplinary action.

All staff will have a right, through the agreed procedures, to challenge any decision or action which they believe to be in breach of these principles.

3. Statutory Requirements

The School will seek to operate at all times within the requirements of anti-discrimination legislation. The Equality Act 2010 has brought together current discrimination laws and sets out the “protected characteristics” that qualify for protection from discrimination, as follows:-

- Age
- Disability
- Gender Re-assignment
- Marriage
- Civil partnership
- Pregnancy
- Maternity leave
- Race
- Religion or Belief
- Sex
- Sexual Orientation

3.1 The Governing Body acknowledges these areas of regulation and is committed to seeking to fully undertake its statutory obligations. Indeed, the Governing Body is conscious of the need to be fair in its approach to people of all circumstances.

3.2 There are exemptions under this legislation where the essential nature of a role calls for a man, woman or a person from a particular religion or racial group.

3.3 The Governing Body will make reasonable adjustments to recruitment processes, working conditions or the working environment, including terms and conditions of employment, to help alleviate difficulties encountered by applicants or staff who have a disability, or particular cultural or religious needs.

4. Advertising, Recruitment, Selection and Promotion of Staff

4.1 We will seek consistency of approach in all appointments or promotions

4.2 Although for some posts there may be practical considerations in the appointment of candidates with certain disabilities, this will not prevent a full and

proper consideration of any application, including the School taking reasonable steps to ensure full participation in the process, where someone has a disability.

4.3 The process of appointment will be guided by the following framework:

- Selection Criteria will be identified from the creation of a sufficiently detailed Role Profile and Person Specification.
- The Role Profile, Person Specification and Selection Criteria will be available to any applicant.
- Shortlisting will be carried out against the selection criteria and a written record retained of the assessment of each candidate.
- All interview panel members must be trained in selection techniques.
- At least one person on each panel will be trained in equality and the requirements of anti-discrimination legislation.
- Selection decisions will be made against the Selection Criteria only.
- A written record of the selection decision relating to the agreed criteria will be retained.
- Reasonable adjustments will be made to the recruitment and selection process where necessary to ensure that people with disabilities are enabled to compete for appointments in the school.

4.4 The recruitment process will be conducted in such a way as to result in the selection of the most suitable candidate for the role in terms of relevant experience, abilities and qualifications.

5. Staff Grievance Procedures

The school has procedures to resolve grievances. These procedures will be followed carefully in response to a complaint. The first point of contact for a formal complaint should be the Head Teacher. The Governing Body will investigate any employment complaint as appropriate. In addition, staff have the right to approach their professional association or trade union representative for support. Teacherline can also provide appropriate support.

6. Training

6.1 Requests for training will be considered in accordance with the school's operational priorities, based on the school's overall development plan and budget allocations, and with a view to the continuing professional development of staff, and not upon issues relating to background, lifestyle or circumstance.

6.2 Where training is scheduled to take place on site, the school will take

reasonable steps to adapt the methods of training delivery if current arrangements disadvantage particular individuals or groups of staff.

7. Pupil Concerns

Through class Circle Time, School Council representation, direct with staff especially the School Listener, pupils may raise issues which they believe to be in breach of the approach identified in this Policy. Such concerns will be taken seriously and investigated appropriately by staff in consultation with the Head Teacher and, where appropriate, the Governing Body. If necessary, changes will be made to procedures and the Policy to ensure best practice.

8. Monitoring the Policy

The Governing Body will regularly monitor the effectiveness of this policy by the following methods:

Pupils

- The School Council will be asked to undertake, through the Circle Time structure a review of Issues of Fairness, to provide a benchmark of the School's effectiveness in providing a fair learning and social environment.
- The Head Teacher and Senior Management Team, and where necessary the Governing Body, will consider any changes which need to be taken to improve equality provision in the School for Pupils.
- This review will be repeated regularly to ensure pupil equality concerns are not left unaddressed.
- Any matters of concern will be kept in a log, a summary of which will be provided to governors when the Equality policies are reviewed.

Staff

- The existing workforce will be asked to complete a monitoring form so that data is available on the composition of the staff group.
- All applicants for posts will be asked to complete a monitoring form to enable monitoring of our selection decisions against the principles of the policy.
- Information arising from this data collection process, as well as any complaints arising from issues of equality will be reviewed when the policy is reviewed and will be available to all staff and governors.
- All applicants for posts will be invited to indicate whether they have any special requirements or require reasonable adjustments to enable them to submit an application, attend an interview or carry out the duties of that post. Responses to this question and appropriate actions taken by the school in response will also be monitored.

- The Governing Body will ensure that information is stored in an appropriate and confidential format in accordance with the Data Protection Act 1998.

9. Non-employment aspects of equality

The principles outlined in this Policy regarding fair and equal treatment apply equally to our approach to pupils and parents of the school and to our dealings with members of the local community and all outside agencies.

Whilst on School premises, the principle of equal and dignified treatment for all, outlined in the introduction to this Policy, is expected of all pupils and adults, in whatever capacity.

In seeking to apply these principles, staff and other adults will be expected to demonstrate the principles outlined in this Policy to pupils at all times.

10. Closing Remarks

This Policy will be made available to pupils and parents through the School website and shared with staff to ensure that it is known and understood by all staff.

It will be referred to through normal management meeting mechanisms (eg annual appraisal), to ensure that it is known and understood by all staff.

This Policy will be available to applicants for vacant positions in the school by request.

This policy will be reviewed and updated by the Governing Body every four years.

Signed:

Date:

Appendix

Equality objectives

As the Governing Body of Primary School, we recognise that the Public Sector Equality Duty requires that we:

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct that is prohibited under the Equality Act 2010.
- Advance equality of opportunity between people who share a relevant protected characteristic and those who do not share it.
- Foster good relations between people who share a relevant protected characteristic and those who do not share it.

We wish to ensure that pupils and staff are treated fairly and given equal opportunity, provision and care, whether they share a relevant protected characteristic or not.

To this end, we intend to identify how effectively we comply with the requirements of the Duty in key areas of our School activities and procedures through a process of review. Our evaluation will make use of a number of tools for measurement of success, including:-

- School Data (eg to evaluate the progress of different groups of pupils, boys, girls, pupils with SEN, pupils who receive free school meals, the children of forces families, pupils with English as a second language, pupils with a disability, etc)
- Pupil surveys
- Equality data gathered during new staff appointments
- Equality data gathered during annual staff appraisal via a monitoring form
- Parent Questionnaires

Objective 1

In support of this the first objective is to carry out a Pupil Survey on issues of fairness. The information gathered will assist in assessing whether there is statistical evidence that particular groups of pupils are treated unfairly.

Objective 2

To ensure equal representation of all groups including protected characteristics around the school eg photos/posers include children with a recognisable disability, gender, etc.