



## Forefield Junior School

### Equality & Diversity Policy

#### **MISSION STATEMENT**

PROUD TO BE FOREFIELD: Passion, Respect, Opportunity, Unique, Determined

Updated & Adopted in July 2021

To be reviewed Summer 2024

#### **INTRODUCTION**

Forefield Junior School is guided by a clear set of objectives and values, one of which is equality. We are committed to eliminating unlawful discrimination, harassment and victimisation; advance equality of opportunity; and foster good relations between different groups within the local community. We are determined to do everything we can to make sure that people are treated fairly and that everyone has access to good quality services.

Unlawful discrimination, which results in unfairness in any aspect of schools employment policies and practices, curriculum or service delivery, will not be acceptable under any circumstances. In accordance with our mission statement & school values we pledge to respect the equal human rights of our pupils, staff and other members of the school community, and to educate them about equality, diversity and cohesion.

#### **1. Aims**

Our school aims to meet its obligations under the public sector equality duty by having due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it

#### **2. Legislation and guidance**

This document meets the requirements under the following legislation:

- [The Equality Act 2010](#), which introduced the public sector equality duty and protects people from discrimination
- [The Equality Act 2010 \(Specific Duties\) Regulations 2011](#), which require schools to publish information to demonstrate how they are complying with the public sector equality duty and to publish equality objectives

This document is also based on Department for Education (DfE) guidance: [The Equality Act 2010 and schools](#).

### 3. Roles and responsibilities

The governing board will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, pupils and parents
- Ensure that the published equality information is updated at least every year, and that the objectives are reviewed and updated at least every 4 years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher

The headteacher will:

- Promote knowledge and understanding of the equality objectives amongst staff and pupils
- Monitor success in achieving the objectives and report back to governors

All staff will:

- Ensure they follow the equality policy and procedures, and take up equality training and learning opportunities provided by the school
- Behave in a dignified manner towards others, and respect individuals regardless of protected characteristic
- Challenge unwanted behaviour, including inappropriate use of language.
- Consistent application of all school policies

### 4. Eliminating discrimination

The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.

Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

Staff and governors are regularly reminded of their responsibilities under the Equality Act, for example during meetings. Where this has been discussed during a meeting it is recorded in the meeting minutes.

New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training.

### 5. Advancing equality of opportunity

As set out in the DfE guidance on the Equality Act, the school aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people which are connected to a particular characteristic they have.
- Taking steps to meet the particular needs of people who have a particular characteristic.
- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all pupils to be involved in the full range of school societies)

In fulfilling this aspect of the duty, the school will:

- Publish attainment data each academic year showing how pupils with different characteristics are performing
- Analyse the above data to determine strengths and areas for improvement, implement actions in response and publish this information
- Make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying)
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils

## 6. Fostering good relations

The school aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE, citizenship and personal, social, health and economic (PSHE) education, but also activities in other curriculum areas. For example, as part of teaching and learning in English/reading, pupils will be introduced to literature from a range of cultures
- Holding assemblies (including virtually) dealing with relevant issues. Pupils will be encouraged to take a lead in such assemblies and we will also invite external speakers to contribute
- Working 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
- Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school. For example, our school council has representatives from different year groups and is formed of pupils from a range of backgrounds. All pupils are encouraged to participate in the school's activities, such as sports clubs. We also work with parents to promote knowledge and understanding of different cultures
- We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach

## 7. Equality considerations in decision-making

The school ensures it has due regard to equality considerations whenever significant decisions are made.

The school always considers the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, the school considers whether the trip:

- Cuts across any religious holidays
- Is accessible to pupils with disabilities
- Has equivalent facilities for boys and girls

The school keeps a written record (known as an Equality Impact Assessment) to show we have actively considered our equality duties and asked ourselves relevant questions. This is recorded at the same time as the risk assessment when planning school trips and activities. The record is completed by the member of staff organising the activity and is stored electronically on the Staff (R) Drive – see appendix A.

### **PROTECTED CHARACTERISTICS UNDER THE EQUALITY ACT 2010**

The Equality Act 2010 identifies a list of nine characteristics that are subject to its general duty. They are: Age, Disability, Gender, Gender reassignment, Marriage and civil partnership, Pregnancy and maternity, Race, Religion, Sexual orientation. (However, age, and being married or in a civil partnership do not apply to education provisions.)

### **DEFINITIONS OF DISCRIMINATION, HARASSMENT AND VICTIMISATION**

Under the law, there are different categories of discrimination, with differences in the legal framework surrounding them. These are:

Direct Discrimination, which occurs when a person is treated less favourably than another on grounds of a personal characteristic.

Discrimination by Association occurs when a pupil is treated less favourably because of their association with another person who has a protected characteristic (other than pregnancy and maternity). This might occur when you treat a pupil less favourably because their sibling, parent, carer or friend has a protected characteristic.

Discrimination arising from perception takes place where education provider behaves as if the person has the characteristic and treats them worse than others as a result. This applies whether the perception is true or not, even if the education provider knows that the person does not have the protected characteristic.

Discrimination because of pregnancy and maternity occurs when women (including a female pupil of any age) are treated less favourably because she is or has been pregnant, has given birth in the last 26 weeks or is breastfeeding a baby who is 26 weeks or younger.

Indirect Discrimination, which occurs when a rule or condition which is applied equally to everyone:

- Can be met by considerably smaller proportion of people from a particular group
- Is to the disadvantage of that group
- Cannot be justified by the aims and importance of the rule condition

Discrimination arising from a disability, which occurs when an education provider treats the disabled person unfavourably, is because of something which has come about as a result of the disabled person's disability ('something arising in consequence of the person's disability'), and the education provider cannot show that this treatment is justified as a balanced way of achieving something for a good reason (in legal language 'a proportionate means of achieving a legitimate aim').

Discrimination arising from disability is different from direct discrimination. Direct discrimination refers to less favourable treatment and requires a comparison to show that a person without the protected characteristic would be treated differently. Discrimination arising from disability refers to unfavourable treatment and does not require a comparison to a non-disabled person.

Harassment, occurs when unwanted conduct has the purpose or the effect of violating a person's dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for them, on grounds of disability, race or gender. Although the harassment provisions do not explicitly apply to the protected characteristics of gender reassignment, sexual orientation, religion or belief; or pregnancy and maternity, in relation to schools, unwanted conduct related to any of these protected characteristics that results in a pupil, governor, staff or visitor being disadvantaged would constitute direct discrimination.

Victimisation: occurs when a person is treated less favourably because they have taken action in respect of discrimination, e.g. by bringing a complaint or giving evidence for a colleague.

## **DISCRIMINATION, HARASSMENT AND VICTIMISATION WITH REGARD TO PUPILS**

We will not discriminate, harass or victimise any child seeking admission, nor with regard to any pupils, or their parents or carers on grounds of gender, race, disability, sexual orientation, religion or belief, pregnancy and maternity. This includes discrimination, harassment or victimisation in provision of teaching or allocating the pupil to certain classes, applying different standards of behaviour, dress and appearance, excluding pupils or subjecting them to any other detriment, and conferring benefits, facilities or services.

With regard to disability, the school will make such reasonable adjustments as are necessary to prevent disabled pupils being at a substantial disadvantage in comparison with people who are not disabled, even if it means treating them more favourably.

## **EMPLOYMENT**

We are committed to a fair and equal pay policy and a free from bias pay structure.

We will not discriminate, harass or victimise in employment unlawfully on grounds of gender, gender reassignment, race, disability, sexual orientation, religion or belief or age. This includes discrimination, harassment or victimisation in relation to recruitment, terms and conditions, promotions, transfers, dismissals, training and employment practices such as dress codes and disciplinary procedures.

With regard to disability, we will 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.

The school will monitor the information as set out below disaggregated by disability, gender, religion, sexual orientation and different racial group.

- The number of staff in post, and
- The number of applicants for employment, training and promotion

Where agreed, the school will ensure that it sends employment equality monitoring data to the Council's Human Resources Section, in a format specified by the Council.

## **MONITORING AND ANALYSIS**

As policies are reviewed and amended we will monitor them to ensure that we are meeting equality duties.

Where appropriate we will use the equality monitoring categories for race, gender, religion and disability used by Sefton Council. This will ensure consistency of data and enable us to set targets that are comparable with other agencies.

Any identified improvements will be included in the School's Improvement Plan.

## **8. Equality objectives**

### **Objective 1:**

It is our aim to use people's preferred means of communication when contacting parents, meeting with them or sharing information with them.

Feedback from parents has led us to facilitate information sharing through a variety of means: technology, sign language or by sourcing a translator (where English is not the first language of their household).

Covid restrictions have highlighted the potential barriers to attending Parents' Evening for disabled parents and the use of video conferencing has been of benefit. We will continue to consider both 'face to face' and 'virtual' means.

### **Objective 2:**

Within a predominantly white British community, it is our aim to promote tolerance, friendship and understanding through our learning environment and our curriculum.

We will complete a gender and LGBTQ+ curriculum audit in order to identify strengths and areas for development. The audit will raise awareness of protected characteristics for all staff and influence decisions regarding curriculum content and our learning environment.

As a result, the environment and curriculum will reflect the greater levels of diversity beyond our school. We will continue to monitor and adapt both our curriculum and our learning environment over the next three years and beyond.

### **Objective 3:**

It is our aim to improve the accessibility of meetings (and other governor activities) for all governors – both existing and potential.

Information collected will contribute to the understanding of how school policies and procedures impact on recruitment and retention of governors and their ability to take a full and active part in governors' activities.

Covid restrictions have highlighted the potential barriers to attending Governor Meetings and the use of video conferencing has been of benefit. We will continue to consider both 'face to face' and 'virtual' meetings.

## **REPORTING PROGRESS**

School Governors will monitor the School's Equality Policy and progress with our 3 objectives. The Head Teacher will produce an annual report for the School Governors on progress against the Equality Policy, Equality Objectives and Action Plan. This report will include the results of consultation, equality monitoring and equality impact assessments.

Signed:  
Date:

Chair of Governors

Signed:  
Date:

Headteacher



# Equality impact assessment

Use this document to consider the impact of \_\_\_\_\_ on groups of people with different characteristics, and document what steps you'll take to address any negative impacts.

We've only listed the main characteristics you're required to protect under the Equality Act 2010, but you may also want to look at any disproportionate impacts on the basis of characteristics like:

- Having carer or childcare responsibilities (e.g. if a staff member or a pupil's parent is a sole carer or a single parent)
- Working part-time or flexibly

Make sure your assessment is evidence-based, and doesn't rely on stereotypes and generalisations.

## Race

	Y	N
Will our plans have a disproportionate impact related to race?	<input type="checkbox"/>	<input type="checkbox"/>
Describe the nature of any disproportionate impacts.  Explain what actions will be taken to address these impacts.		

## Disability

	Y	N
Will our plans have a disproportionate impact related to disability?	<input type="checkbox"/>	<input type="checkbox"/>
Describe the nature of any disproportionate impacts.  Explain what actions will be taken to address these impacts.		

## Gender (including gender reassignment and pregnancy and maternity)

	Y	N
Will our plans have a disproportionate impact related to gender (including gender reassignment or pregnancy and maternity)?	<input type="checkbox"/>	<input type="checkbox"/>
Describe the nature of any disproportionate impacts.  Explain what actions will be taken to address these impacts.		

## Age

Will our plans have a disproportionate impact related to age?	Y	N
	<input type="checkbox"/>	<input type="checkbox"/>
Describe the nature of any disproportionate impacts. Explain what actions will be taken to address these impacts.		

## Sexual orientation

Will our plans have a disproportionate impact related to sexual orientation?	Y	N
	<input type="checkbox"/>	<input type="checkbox"/>
Describe the nature of any disproportionate impacts. Explain what actions will be taken to address these impacts.		

## Religion or belief

Will our plans have a disproportionate impact related to religion or belief?	Y	N
	<input type="checkbox"/>	<input type="checkbox"/>
Describe the nature of any disproportionate impacts. Explain what actions will be taken to address these impacts.		

## Marriage and civil partnership

Will our plans have a disproportionate impact related to marriage or civil partnership?	Y	N
	<input type="checkbox"/>	<input type="checkbox"/>
Describe the nature of any disproportionate impacts. Explain what actions will be taken to address these impacts.		

**Signed:** \_\_\_\_\_