

Keelby Primary Academy



Equality Policy

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Encompassing Race, Disability and Gender Equality policies.

1. Aims

1.1 The Academy Improvement Committee aims:

- to provide an **appropriate and inclusive learning experience** for all pupils, irrespective of their gender, race, origin or culture, disability, religion or belief;
- to **treat all staff equally** in employment matters according to the law and in line with the protected characteristics set out in the Equality Act 2010. (See Appendix 1)

1.2 Keelby Primary School aims:

- to provide a **positive learning environment** which is free of prejudice and promotes equality of opportunity;
- to **recognise and celebrate people's differences** to build and maintain a culture of respect and co-operation;
- to **protect its pupils and employees from discrimination**, harassment and victimisation:
through its admissions policies and procedures,
in the way it provides education for pupils,
in the way it provides access to any benefit, facility or service to pupils,
staff or the wider school community

1.3 The school welcomes the Equality Act 2010, recognising that it replaces all previous equality legislation such as the Race Relations Act, Disability Discrimination Act and Sex Discrimination Act. This document replaces earlier separate race, disability and gender equality policies.

1.4 In line with the Public Sector Equality Duty, called *the general duty*, the school will deliver its functions with due regard to the need to:

- **eliminate discrimination** and other conduct that is prohibited by the Act,
- **promote and advance equality of opportunity** between people who share a protected characteristic and people who do not share it and
- **promote and foster good relations** between people who share a protected characteristic and people who do not share it.

2. Implementation

2.1 The Executive Principal will have overall responsibility for ensuring that **pupils, staff, parents and partner agencies are made aware of this policy** and that the policy is implemented within the school.

2.2 The Executive Principal and AIC will have due regard to the general duty when making a decision or taking action and will **assess whether it may have implications for people with protected characteristics**. The duty will be implemented in a way which is proportionate to the issue being considered.

2.3 The Executive Principal and AIC will **consider equality implications before and during the development of policies** and will keep them under review on a regular basis.

2.3.1 The Executive Principal and AIC will **monitor and respond to any incidents of discrimination** reported.

3. **Publishing information and equality objectives**

The school will **publish** this and other policies on its website, along with information showing the work it does to eliminate discrimination, promote equality of opportunity and foster good relations.

3.1 The school will:

- ensure that all staff and other adults working in the school receive an appropriate level of **training and support** in all aspects of equality;
- through the **curriculum**, provide opportunities for pupils to **broaden and share their knowledge and experience of other cultures on a local, national and global basis**;
- in its choice of teaching and learning resources and materials, **present and promote a positive image of people** with protected characteristics, and actively avoid stereotyping;
- through the curriculum and extra-curricular activity, provide **opportunities which challenge the thinking** of pupils, their families and the wider school community on all aspects of equality, inclusion and cohesion.

Information collected relating to **pupils' achievement, progress and participation** will be analysed to ensure that no group or individual is systematically disadvantaged. Action will be taken to address gaps in achievement. The school will publish this information where this does not allow the identification of individuals.

4. **Race Equality**

4.1 The definition of race includes colour, nationality and ethnic or national origins.

4.2 The school will take **positive action** to deal with any particular disadvantage affecting children of one racial or ethnic group where this can be shown to be a **proportionate** way of dealing with the issue.

5. **Religion or Belief**

The definition of "religion" covers any religion and "belief" covers any religious or philosophical belief. The Equality Act also covers a lack of religion or belief.

6. **Gender**

The Executive Principal, staff and AIC will ensure that there are no practices which could result in **unfair or less favorable treatment of boys or girls.**

- 6.1 The school complies with all aspects of the general and specific duties in terms of **employment policy and practice.**

7. Disability

- 7.1 The school recognises the Equality Act's definition of disability as when a person has a "physical or mental impairment which has a **substantial and long term adverse effect** on that person's ability to carry out normal day to day activities."

- 7.2 The school is committed to a **fair and equal treatment** of all individuals regardless of disablement. The school will **welcome applications from people with disabilities** to join the school community as pupils, staff or volunteers.

- 7.3 Applications for **admission** will be considered in line with the published admission arrangements for all pupils. An applicant's disability will not prevent him/her from being offered a place unless the content, structure and delivery of the curriculum are such that the pupil would be prevented from fulfilling a major part of it; or the school would be unable to provide suitable trained staff or facilities to allow the requirements of the curriculum to be met.

The school may, in line with the disability provisions in the Act, treat a disabled person more favourably than a person who is not disabled and may have to **make changes to its practice** to ensure, as far as is reasonably possible, that a disabled person can access employment or education offered. This means that if something the school does places a disabled pupil at a disadvantage compared to other pupils, the school or academy will take reasonable steps to avoid that disadvantage.

- 7.4 The **curriculum will provide flexible and equal access** to all pupils, whether able or disabled as far as is practicable within a mainstream learning environment.

As far as resources allow, the needs of disabled pupils and staff will be taken into account in the design and delivery of learning.

- 7.5 Disabled pupils and staff have **access to appropriate support and adaptations** to enable them to be fully included in the life of the school. The views of disabled pupils and staff will be taken into account when their requirements are being assessed.

- 7.6 The school will publish, implement and regularly review **accessibility plans** aimed at:
- increasing the extent to which disabled pupils can participate in the curriculum;
 - improving the physical environment to allow disabled pupils to take best advantage of education, benefits and facilities provided; and
 - improving the availability of accessible information to disabled pupils.
- 7.7 So far as is reasonably practicable, the school **premises are accessible and safe** so that disabled members of the community can participate in public events held there.

8. Training for staff and other adults

The Head Teacher will ensure that all **staff are aware of this policy** and its implications for their work in the school. She will ensure staff and other designated adults have access to relevant support, information and training to enable them to fulfil their responsibilities within the school.

9. Liaison with parents

- 9.1 The school will **report to parents as appropriate** on what it does to ensure the fair treatment of all pupils, and where relevant and appropriate, those within groups defined by the “protected characteristics” in the Equality Act 2010.
- 9.2 Where appropriate, and as far as resources allow, **information to home** will be provided in different formats that take account of disability or other barrier to access. This can include the translation or interpretation of information into the first language of the child or parent(s).

10. Monitoring, Evaluation and Review

The Executive Principal will **review this policy** at least every two years, or sooner in light of changes to legislation, to assess its implementation and effectiveness.

- 10.1 The Executive Principal and the AIC will involve pupils, staff, parents and members of the local community in the work they do to tackle Equality issues and in the review and monitoring of this policy and related practice. All reasonable steps will be taken to include the views of people and groups who have special knowledge, skills or experience to inform and advance the school or academy’s approach.

Appendix 1

Equality Act 2010 – Additional information and Context

On 1 October 2010, the Equality Act 2010 replaced all existing equality legislation such as the Race Relations Act, Disability Discrimination Act and Sex Discrimination Act. It has consolidated this legislation and also provides some changes that schools need to be aware of. (*Ref: Equality Act 2010: Advice for school leaders, school staff, governing bodies and local authorities*)

Race, Gender and Disability Equality schemes

Schools previously had a statutory duty which required them to take proactive steps to tackle racial discrimination and promote equality of opportunity and good race relations, to promote gender equality and have a gender equality scheme in place and to take proactive steps to tackle disability discrimination and promote equality of opportunity for disabled pupils. Under the Equality Act 2010, these have been replaced by the general equality duty and the new specific duties.

Positive Action

New Positive Action provision will allow schools to target measures that are designed to alleviate disadvantages experienced by, or to meet the particular needs of, pupils with particular protected characteristics. Such measures will need to be a proportionate way of achieving the relevant aim.

Protected characteristics

It is unlawful for a school to discriminate against a pupil or prospective pupil by treating them less favorably because of their

- sex
- race
- disability
- religion or belief
- sexual orientation
- gender reassignment
- pregnancy or maternity

A person's age is also a protected characteristic in relation to employment, but this does not apply to pupils in schools.

Association

It is unlawful to discriminate because of the sex, race, disability, religion or belief, sexual orientation or gender reassignment of another person with whom a pupil is associated.

Unlawful behaviour

The Act defines four kinds of unlawful behaviour – direct discrimination, indirect discrimination, harassment and victimisation.

Curriculum

The content of the curriculum is explicitly excluded from the impact of the Act. However, the way in which the school /academy provides education – the delivery of the curriculum – is explicitly included.