

# Gilberdyke Primary School Equality Policy Statement

November 2015



*Our School Vision:*

*Aspire  
Respect Achieve  
Belong*

## *PROCEDURE FOR SINGLE EQUALITY 2011 – 2014 INCLUDES DISABILITY, ACCESS, GENDER, AND RACE*

*This policy reflects the Equality Act 2010 which harmonises and replaces previous legislation including the Race Relations Act 1976, Disability Discrimination Act 1995, Gender Recognition Act 2004 and Sex Discrimination Act 1975. The policy therefore supersedes all previous school policies on Disability, Ethnicity (i.e., Race) and Gender. Through this policy Gilberdyke Primary will fulfil its public duty to have due regard to the need to eliminate unlawful discrimination, advance equality of opportunity, and foster good relations. The guiding principles in this policy refer to all individuals and therefore are equally applicable to pupils, staff, governors in addition to visitors to Gilberdyke Primary.*

*All maintained schools and academies are covered by the Public Sector Equality Duty (PSED) which came into force on 5 April 2011. This consists of a general Equality Duty found in section 149 of the Equality Act 2010 and the specific duties relating to schools. In summary those subject to the Equality Duty, i.e. all academies and maintained schools, must in the exercise of their functions have due regard to:*

- eliminating unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act*
- advance equality of opportunity between people who share a protected characteristic and those who do not*

- foster good relations between people who share a protected characteristic and those who do not.

The Act explains that having due regard for advancing equality involves:

- removing or minimising disadvantages suffered by people due to their protected characteristics
- taking steps to meet the needs of people from protected groups where these are different from the needs of other people
- encouraging people from protected groups to participate in public life or other activities where their participation is disproportionately low.

There are nine protected characteristics, which are:

- race (including Gypsy & Traveller groups);
- gender;
- gender identity and transgender;
- religion, faith and belief;
- marriage and civil partnership;
- sexual orientation;
- pregnancy and maternity;
- disability;
- age;

Each relates to direct discrimination, indirect discrimination; discrimination by association, discrimination by perception; harassment and victimisation.

### **Core Principle**

Gilberdyke Primary is committed to the inclusion of all pupils, staff, governors and parents into its environment and work. This includes ensuring equality of provision for all stakeholders and those within the community with an interest in the school. The main aim will be to reduce and, where possible, eliminate barriers to accessing the curriculum and buildings and for pupils to have full participation within the school community.

*In fulfilling our legal obligations and establishing our school ethos the Academy will be guided by the following principles:*

- *Creating inclusive cultures*
- *Producing inclusive policies*
- *Evolving inclusive practices*

### **DISABILITY - What is disability?**

*This is a summary definition of disability taken from the 'Disability Discrimination Act: Guidance on matters to be taken into account in determining questions relating to the definition of disability' 2006*

*'A disabled person (child or adult) is someone who has a physical or mental impairment, which has a substantial and long term adverse effect on his or her ability to carry out normal day to day activities.*

- *A physical or mental impairment includes sensory impairments: impairments relating to mental functioning, including learning disabilities; and long term health conditions such as diabetes, epilepsy, HIV infection, cancer or multiple sclerosis.*
- *Substantial means more than minor or trivial.*
- *Long term means an impairment that has lasted at least 12 months, or is likely to last 12 months or for the rest of the person's life.*
- *Normal day to day activities cover the following categories: mobility; manual dexterity; physical coordination; continence; ability to lift carry or otherwise move everyday objects; speech; hearing; learning; eyesight; memory or ability to concentrate, learn or understand or perception of the risk of physical danger.*

*Our commitment covers all aspects of school life and includes:*

- *Promoting equality of opportunity between disabled people and other people;*
- *Eliminating discrimination that is unlawful under the Disability Discrimination Act;*
- *Eliminating harassment of disabled people that is related to their disability;*
- *Promoting positive attitudes towards disabled people;*
- *Encouraging participation by disabled people in public life;*

- *Taking steps to meet disabled people's needs, even if this requires more favourable treatment.*

### *Involvement of disabled pupils, staff, parents and other users of the school*

*The school will consider and plan to involve disabled pupils, staff, parents and other users of the school. The school will continue to take into account the preferred means of communication for those with whom they are consulting.*

*We will ensure we will involve a range of people and hear a range of views.*

*The views of the disabled pupils, staff, parents and other users of the school will be used to set priorities.*

### **ACCESSIBILITY – What is access?**

*Access is providing all stakeholders with clear and distinct opportunities to be able to access all areas of the school buildings and grounds and the curriculum. The school will set out key areas for development over a three year period to be improved or maintained to enable this aim to be implemented. This is directly linked to the disability aspect of this policy and plan.*

### **GENDER – All Stakeholders**

*We will actively promote gender equality and oppose gender discrimination in all its forms and foster positive attitudes and commitment to an education for equality.*

*Our commitment covers all aspects of school life and includes:*

- *Maintaining a school ethos, which promotes gender equality, develops understanding and challenges myths, stereotypes, misconceptions and prejudices. However, we understand that in some circumstances it may be appropriate to treat girls and boys, and women and men differently, if that action is aimed at overcoming previous, current or possible future disadvantage.*
- *Taking active measures to investigate report and act on incidents of gender discrimination.*
- *Collecting and analysing school data and other gender equality relevant information.*
- *Consulting all staff, pupils, parents and relevant local communities.*
- *Monitoring behaviour, discipline and exclusions to remove all practices procedures and customs which are discriminatory.*

- Monitoring all aspects of teaching and learning and the wider curriculum to assess the ways in which they might impact on gender equality.
- Ensuring that admissions and attendance follow LA guidelines.
- Ensuring that staff recruitment and professional development promote gender equality.

## **RACE – All stakeholders**

In our school, we aim to tackle racial discrimination and promote equality of opportunity in all aspects of school life. We do this by:

- creating an ethos in which pupils and staff feel valued and secure;
- building self esteem and confidence in our pupils, so that they can then use these qualities to influence their own relationships with others;
- having consistent expectations of pupils and their learning;
- removing or minimising barriers to learning, so that all pupils can achieve;
- ensuring that our teaching takes into account the learning needs of all pupils through our schemes of work and lesson planning;
- actively tackling racial discrimination and promoting racial equality through our School Prospectus, newsletters to parents and displays of work;
- making clear to our pupils what constitutes aggressive and racist behaviour; □  
identifying clear procedures for dealing quickly with incidents of racist behaviour; □  
making pupils and staff confident to challenge aggressive and racist behaviour.

Any incident of racial or cultural harassment is unacceptable in our school including homophobic harassment and bullying and sexist bullying. Incidents could take the form of physical assault, verbal abuse, damage to a pupil's property or lack of cooperation in a lesson, due to the ethnicity of a pupil. Any adult witnessing an incident or being informed about an incident must follow these agreed procedures:

- stop the incident and comfort the pupil who is the victim;
- reprimand the aggressor and inform the victim what action has been taken;
- if the incident is witnessed by other pupils, tell them why it is wrong;
- report the incident to the head teacher or member of SLT and inform him/her of the action taken;
- inform the class teacher(s) of both the victim and the aggressor, then record what happened in the incident book;

- *inform both sets of parents, if appropriate.*

*All racist incidents will now be recorded and reported to the Governing Body by the Principal.*

*This policy should be read alongside the schools' Community Cohesion Policy and Inclusion Policy.*

## **GENERAL STATEMENT FOR ACTION PLANNING**

*Through the Equalities Plan (outlined below) we shall be ensuring that all children are being sufficiently challenged in their ideas, thoughts and feelings and we will be breaking down barriers that inhibit progress. This may also mean challenging perceptions of all stakeholders to enable this to happen.*

### **Information gathering**

*Gilberdyke Primary collects information from stakeholders through the use of questionnaires and forms.*

*Details will be taken from new intake of pupils and their families and when new staff and governors join the school. This will include data obtained via the school's admissions form and the recruitment information.*

*All questionnaires and forms will detail the need for the information and its confidential nature.*

*The information gathered will be on the following themes:*

- *the level, if any, of the disability of the stakeholder*
- *how the individual is accepted within the school community*
- *encouragement of disclosure through confidential means*
- *how the school uses this information to ensure inclusivity of its members*

### **Setting the main priorities and actions through to implementation**

The information gathered will inform the main aspects of the scheme to ensure equality for all. This will include setting the main priorities for the school and deciding on the main actions that will be implemented as a result. We will conduct Equality Impact Assessments of our policies to ensure that they do not directly or indirectly discriminate against any group.

The actions need to be clear and have distinct success criteria and outcomes for enabling all stakeholders (able bodied, disabled, of both genders) to be included in all that the school does. The actions should have clear timeframes and be monitored by the working group.

Note should be taken of the opportunities to Promote Equality of Opportunity at each stage of the process as well as identifying the barriers to success.

### **Assessing the impact of the policy through the use of the plan**

The Governing Body will ascertain how this plan is progressing and its impact on the stakeholders they are intended for. The times for monitoring and reviewing will be determined by the I.E.B./Governing Body. This will be carried out through discussions with individuals or groups for whom the schemes are designed. This impact will be reported through the mechanisms outlined above.

The Governing Body is responsible for ensuring that the school complied with legislation, and that this policy and its related procedures and action plans are implemented. A member of the Governing Body has the role of monitoring the implementation of this policy. The Head Teacher 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. A senior member of staff has day to day responsibility for co-ordinating implementation of this policy.

All staff are expected to:

- adhere to this policy;
- promote equality and inclusion in their classrooms, amongst colleagues and with visitors in the school;
- challenge any prejudice related incidents that may occur;
- plan and deliver curricula and lessons that reflect our principles;
- provide and analyse quantitative and qualitative data that supports better understanding of equality groups and any issues that arise e.g. attendance, bullying, exclusion;

- undertake or support Equality Impact Assessments (EIAs);
- attend appropriate training that enables Greetland Academy to keep up-to-date with equality issues.

All staff and Governors have access to training and a selection of resources which discuss and explain the concepts of equality, diversity and community cohesion. We value the opportunity to take a holistic approach in meeting our Equality Duties.

All staff and Governors will exercise their Safeguarding responsibilities in relation to equality matters and ensure that any bullying or challenging of Human Rights is addressed.

Gilberdyke Primary School is opposed to all forms of prejudice that could act as a barrier to achieving our legal duties and a cohesive community.