



Equality Policy

Approval

Approval Group	Job Title	Date
Full Governing Body	Chair of Governors Mathew Graham	14.1.20
Staff Side	John Micklewhite Headteacher	14.1.20

Review history

Full Governing Body	20.5.16
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Change History

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3	March 2016	Mathew Graham Co-opted Governor	
2	Feb 2013		Amendments
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1.0 Purpose

Birch Copse is committed to the principle that every member of the school community is entitled to equal opportunities and treatment irrespective of ethnic or national origin, race, gender, physical disability, sexual orientation, marital status, social background or religion.

Members of this school are drawn from the wider community in which racism may exist. We operate as an inclusive organisation recognising and embracing differences. We are a school that celebrates ethnic, linguistic, and religious diversity.

Birch Copse Primary School provides an education for all, acknowledging that the society we are part of is enriched by ethnic diversity, culture and faith of its citizens. The National Curriculum encourages schools to prepare for life in a world where they will meet, live and work with many different people.

2.0 Scope

Birch Copse recognises its duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age (as appropriate), disability, ethnicity, gender (including issues of transgender, and of maternity and pregnancy), religion and belief, marital status/civil partnerships and sexual identity.

Birch Copse recognises its duties under Education and Inspections Act 2006 to promote community cohesion.

3.0 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 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.

- Taking appropriate action in cases of harassment and discrimination, including racist bullying, homophobic bullying and bullying related to gender or disability.
- Dealing with reports of hate-incidents
- Making sure the race, disability and gender equality plans are readily available and that the governors, staff, pupils, and their parents and guardians know about them (See appendices for equality plans)

A senior member of staff has day-to-day responsibility for co-ordinating implementation of the policy.

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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 the principles detailed below (see Guiding Principles)
- Support pupils in their class for whom English is an additional language
- Keep up-to-date with equalities legislation relevant to their work.

Visitors and Contractors are expected to be aware of, and comply with, the school's equality policy

4.0 Guiding Principles

In fulfilling the legal obligations associated with the Equality Act 2010 and the Education and Inspections Act 2006, we are guided by nine principles:

Principle 1: All learners are of equal value.

We see all learners and potential learners, and their parents and carers, as of equal value:

- whether or not they are disabled
- whatever their ethnicity, culture, national origin or national status
- whatever their gender and gender identity
- whatever their religious or non-religious affiliation or faith background
- whatever their sexual identity
- whatever their economic or social background.

We therefore act to ensure that each and every member of the school community:

- experiences equality of opportunity
- feels a full and respected member of the school community
- has high expectations of themselves, their peers, staff, and others with regard to fair treatment
- develops an understanding of race, ethnicity and multiculturalism alongside an appreciation of their importance in Britain today
- develops an understanding and appreciation of disability and the contribution of disabled people in the community and UK
- develops an awareness of conscious and unwitting racism alongside the skills and confidence to challenge instances of racist behaviour, language and attitudes
- develops awareness that disability can be both seen or unseen and that people with learning and other disabilities (eg autism, Asperger's syndrome) have the same rights to reasonable and appropriate adjustments as those with more obvious needs.

Principle 2: We recognise and respect difference.

Treating people equally does not necessarily involve treating them all the same. Our policies, procedures and activities must not discriminate but must nevertheless take

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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
- economic or social disadvantage.

Principle 3: We foster positive attitudes and relationships, and a shared sense of cohesion and belonging.

We intend that our policies, procedures and activities should promote:

- positive attitudes towards disabled people, good relations between disabled and non-disabled people, and an absence of harassment of disabled people
- positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, religious affiliation, national origin or national status, and an absence of prejudice-related bullying and incidents
- mutual respect and good relations between boys and girls, and women and men, and an absence of sexual and homophobic harassment.

Principle 4: We observe good equalities practice in staff recruitment, retention and development

We ensure that policies and procedures should benefit all employees and potential employees, for example in recruitment and promotion, and in continuing professional development:

- whether or not they are disabled
- whatever their ethnicity, culture, religious affiliation, national origin or national status
- whatever their gender and sexual identity, and with full respect for legal rights relating to pregnancy and maternity.

Principle 5: We aim to reduce and remove inequalities and barriers that already exist

In addition to avoiding or minimising possible negative impacts of our policies, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist between:

- disabled and non-disabled people
- people of different ethnic, cultural, social and religious backgrounds
- girls and boys, women and men.

Principle 6: We aim to consult and involve widely

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We endeavour to engage with a range of groups and individuals to ensure that those who are affected by a policy or activity are consulted and involved in the design of new policies, and in the review of existing ones.

We aim to consult and involve:

- disabled people as well as non-disabled
- people from a range of ethnic, cultural, social and religious backgrounds
- both women and men, and girls and boys.
- people in heterosexual and same sex relationships.

Principle 7: Society as a whole should benefit

We intend that our policies and activities should benefit society as a whole, both locally and nationally, by fostering greater social cohesion, and greater participation in public life of:

- disabled people as well as non-disabled
- people of a wide range of ethnic, cultural, social and religious backgrounds
- both women and men, girls and boys
- people in heterosexual and same sex relationships

Principle 8: We base our practices on sound evidence

We maintain and publish quantitative and qualitative information showing our compliance with the public sector equality duty (PSED) set out in clause 149 of the Equality Act 2010.

Principle 9: Objectives

We formulate specific and measurable objectives, based on the evidence staff have collected and published (principle 8) and the engagement in which we have been involved (principle 7).

The objectives which we identify take into account national and local priorities and issues, as appropriate.

We keep our equality objectives under review and report annually on progress towards achieving them.

5.0 The curriculum

We keep each curriculum subject or area under review in order to ensure that teaching and learning reflect the nine principles detailed above.

6.0 Ethos and organisation

We ensure the principles listed above apply to the full range of our policies and practices, including those that are concerned with:

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- pupils' progress, attainment and achievement
- pupils' personal development, welfare and well-being
- teaching styles and strategies
- admissions and attendance
- staff recruitment, retention and professional development
- care, guidance and support
- behaviour, discipline and exclusions

7.0 Addressing prejudice and prejudice-related bullying

The school is opposed to all forms of prejudice;

- prejudices around disability and special educational needs
- prejudices around racism and xenophobia, including those that are directed towards religious groups and communities, for example anti-Semitism and Islamophobia, and those that are directed against Travellers, migrants, refugees and people seeking asylum
- prejudices reflecting sexism and homophobia.

We keep a record of prejudice-related incidents by way of our Serious Incident form records which are subsequently recorded on SIMS and depending upon the nature of the case, on Web Risk. If requested, we can provide a report to the local authority about the numbers, types and seriousness of prejudice-related incidents at our school and how they are dealt with (See Appendix 4. Prejudice and Bullying Records)

8.0 Religious Observance

We respect the religious beliefs and practice of all staff, pupils and parents, and comply with reasonable requests relating to religious observance and practice.

9.0 Implementation

We ensure that the content of this policy is known to all staff and members of the governors and, as appropriate, to all pupils and their parents and carers.

All staff, members of the governors have access to a selection of resources which discuss and explain concepts of equality, diversity and community cohesion in appropriate detail.

10.0 Training

We ensure that all staff, including support and administrative staff, receive appropriate training and opportunities for professional development, both as individuals and as groups or teams.

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There is no mandatory training associated with this policy. If staff have queries about its operation, they should contact the named person responsible for this policy in the first instance.

11.0 Monitoring of Compliance

The governing body will endeavour to ensure that all relevant policies reflect the school's commitment to the principles of equality and that this commitment is reflected clearly in all its work.

All policies, functions and strategies are regularly monitored, reviewed and evaluated for their effectiveness in promoting equality.

As further equality requirements come into force policies, functions and strategies will be monitored, reviewed and evaluated for their effectiveness in fulfilling the requirements of new legislation.

The policy will be reviewed every three years as routine, more often should legislation or circumstances require it.

12.0 Supporting Documentation and References

Equality Act 2010

Education and Inspections Act 2006

Race Relations Act 2000

Here, There and Everywhere: belonging, identity and equality in schools; Trentham Books., 2004

The model statement takes into account guidance issued by several other local authorities, including West Berkshire, Buckinghamshire, Cambridgeshire, Dudley, Durham, Hertfordshire, Newcastle, Sheffield and Somerset.

Equality Impact Analysis: a workbook; Department for Education., April 2012.

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13.0 Appendix

Appendix 1.

RACE EQUALITY SCHEME

Members of this school are drawn from the wider community in which racism may exist. We operate as an inclusive organisation recognising and embracing differences. We are a school that celebrates ethnic, linguistic, and religious diversity.

Birch Copse Primary School provides an education for all, acknowledging that the society we are part of is enriched by ethnic diversity, culture and faith of its citizens. The National Curriculum encourages schools to prepare for life in a world where they will meet, live and work with many different people.

Aims

Therefore, this school:

- is opposed to all forms of racism which seek to disadvantage persons on the grounds of colour, culture or ethnic origin;
- will continue to re-appraise and develop its organisation and curriculum in order to create an ethos that meets the needs of all its pupils and so provide the best possible environment in which they may achieve their full potential;
- will not tolerate racist behaviour such as name calling, stereotyping of all ethnic groups, insulting remarks, offensive graffiti, and undue pressure on individuals and bullying. It will not use literature that is racially biased, nor will it allow the distribution of racist literature or pamphlets or permit the wearing of racially offensive symbols;
- will take immediate action against racist offences. Those responsible will be made aware of the schools opposition to racism and reasons will be given. Sanctions will be applied as judged appropriate according to the circumstances and having in mind a positive outcome;
- will be aware of the need to publicise its Race Equality Scheme. It will keep under review and maintain a system of monitoring their effectiveness.

Responsibilities

As detailed in the Equality Policy

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Appendix 2.

ABILITY EQUALITY SCHEME

Introduction

The Disability Discrimination Act (2005) lays on schools, amongst other public sector bodies, a “Disability Equality Duty” requiring them to take a more proactive approach to promoting disability equality by:

- eliminating discrimination,
- eliminating harassment related to a disability,
- promoting equality of opportunity between disabled people and other people,
- promoting positive attitudes towards disabled people,
- encouraging participation by disabled people in public life,
- taking steps to take account of disabled people's disabilities even where that involves treating disabled people more favourably than other people

This Scheme outlines the approach our school takes in its discharge of this duty.

Definition

The Act defines a disabled person as someone who has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities. In this context “substantial” means neither minor nor trivial, “long-term” means that the effect of the impairment has lasted or is likely to last for at least 12 months, “normal day-to-day activities” include everyday things like eating, washing, walking and going shopping. A normal day-to-day activity must affect one of the 'capacities' listed in the Act which include mobility, manual dexterity, speech, hearing, seeing and memory. A “disabled person” could be a pupil, member of staff, a parent or carer, or any other user of the school.

Statement of principle

Birch Copse Primary School will not discriminate against disabled persons. We will be empathetic and caring in our dealings with such persons, we will give them favourable treatment if appropriate, without being patronising.

In particular we will strive to instil these characteristics into our pupils.

We will take all reasonable steps to accommodate the needs of disabled persons.

Responsibility for the scheme

As detailed in the Equality Policy

Taking action

In many (possibly most) cases action to accommodate the needs of a disabled person will be taken by **school staff** at the time his/her disability becomes apparent.

There will however be cases where legislation or changing social attitudes raise more generic issues (e.g. health & safety, wheelchair access, school trips). These may require more concerted action and capital investment. Similar action may be required to address generic issues arising from the evidence gathered. Identification of such actions will be the responsibility of the **Site Committee and Staffing Committee**. They will be incorporated into our on-going “Accessibility Plan”.

Our Accessibility Plan details the actions currently in hand or planned, their expected outcome, the timeframe for their implementation and the particular person(s) or body responsible for their implementation.

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GENDER EQUALITY SCHEME

Introduction

The Equality Act (2006) amended the requirements of the Equal Pay Act (1970) and the Sex Discrimination Act (1975). It added to the duty to eliminate sexual discrimination and sexual harassment, the duty to promote gender equality.

We understand that there is still widespread discrimination and persistent gender inequality. Both sexes suffer from the stereotyping of their roles and needs and such stereotyping has to be understood, challenged and overcome

The General Duty

In accordance with our school's mission statement and values, we welcome the statutory Gender Equality Duty. In compliance with the General Duty, Birch Copse Primary School has due regard for the need to, and works to:

- Eliminate unlawful sexual discrimination
- Eliminate sexual harassment
- Promote gender equality

By unlawful sexual discrimination we mean treating one person less favourably than another on grounds of sex or gender. We understand that this could be done directly but that it could also occur indirectly. Indirect discrimination means that a particular policy or practice may impact more negatively on one gender than on the other, or may favour one gender to the disadvantage of the other.

By sexual harassment we refer to behaviour or remarks based on a person's sex or gender, perceived to be unpleasant, threatening, offensive or demeaning to the dignity and self-esteem of the recipient or subject. We see such behaviour as also damaging to the perpetrator. Please refer to our school's Behaviour and Anti-Bullying policies

We understand 'sex' to refer to the **biological** differences between males and females and 'gender' to refer to the wider **social** roles and responsibilities which structure our lives. By promoting gender equality our intention is to recognise and help overcome those lasting and embedded patterns of advantage and disadvantage which are based on socially ascribed gender stereotypes and assumptions.

The Specific Duties

We welcome the responsibility to think and act more strategically about gender equality. We are working to develop our understanding of the major gender equality issues in our school's functions and services. In order to do this we:

- Collect and analyse school data and other gender equality relevant information, including data about our local area
- Consult all staff, pupils, parents and relevant local communities
- When reviewing all our school policies and practices, ensure we assess the ways in which they might impact on gender equality
- Ensure governors, staff, pupils, parents and others in our school are accountable and understand their responsibilities with regard to preventing discrimination and harassment and promoting gender equality
- Assess and address the causes of any gender pay gap

Responsibilities

As detailed in Equality Policy

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Section 2.

1. Date and time incident reported

2. Person who reported incident

Victim Other (please specify)

3. Type of incident (please tick)

<i>Extortion</i>	<input type="checkbox"/>	<i>Personal possessions taken/damaged</i>	<input type="checkbox"/>
<i>Isolation/Being Ignored or Left Out</i>	<input type="checkbox"/>	<i>Written</i>	<input type="checkbox"/>
<i>Physical</i>	<input type="checkbox"/>	<i>Spreading Rumours</i>	<input type="checkbox"/>
<i>Verbal (Name-Calling, Taunting, Mocking)</i>	<input type="checkbox"/>	<i>Intimidation/coercion</i>	<input type="checkbox"/>
<i>Cyber (Email, Internet, Text)</i>	<input type="checkbox"/>	<i>Graffiti</i>	<input type="checkbox"/>
<i>Other (please specify)</i>	<input type="checkbox"/>		<input type="checkbox"/>

If you feel the incident was motivated by any of the following please tick

<i>Appearance</i>	<input type="checkbox"/>	<i>Racism/Ethnic Origin *</i>	<input type="checkbox"/>
<i>Disability/SEN</i>	<input type="checkbox"/>	<i>Sexual Orientation</i>	<input type="checkbox"/>
<i>Gender/Sexism</i>	<input type="checkbox"/>	<i>Transgender</i>	<input type="checkbox"/>
<i>Faith, Religion or Belief</i>	<input type="checkbox"/>	<i>Home Circumstances</i>	<input type="checkbox"/>

* Reminder: These incidents should be recorded separately.

Details of Young People involved

	Names	Year Group	Gender	Ethnic Origin Code (refer to school census data)	Role*
1					
2					
3					
4					
5					
6					

*Role: **V** Victim **P** Perpetrator(s) **A** Associate **B** Bystander

5. Have parents/carers of victim been informed? Yes / No

Have parents/carers of perpetrators been informed? Yes / No

Repeat victim? Yes No

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6. Brief summary of incident (including location)

7. Perpetrator known to victim (by sight or name)

Yes / No

Known details:

Repeat perpetrator?

Yes / No

8. Summary of Agreed Action (including future preventative work)

Record completed by;

Date

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