



# Outwood Primary School

## Equality and Diversity Policy



### CONTEXT

Outwood Primary School is an effective and inclusive school, fulfilling its aims and ethos to provide the best possible education for the children in its community.

We are a truly comprehensive primary school in that we serve a community drawn from a wide range of socio-economic, faith and cultural backgrounds. This is celebrated as a strength of our school.

We are against all forms of discrimination. We actively challenge discrimination through our daily practice and we take our duty to promote community cohesion with the utmost seriousness.

### AIMS AND VALUES

Each child within the school is seen as an individual with something unique and positive to offer. Our aim is to guide each child to fulfil their potential in a structured, caring and stimulating environment in order to provide **the best possible education for the children of Outwood.**

A rich and appropriate curriculum provides equal opportunity for all pupils to develop strong identities and to maximise their potential regardless of protected characteristic. **It aims to fulfil our stated aim of 'we care, we grow, we learn' in a diverse, inclusive and truly comprehensive primary school.**

Our 'vision' statement, created by children, parents, staff and governors working together, sets out what we want the children of Outwood to achieve as individuals, in the school as a whole and in our community:

- **We are** a learning **community** where everyone has the highest aspirations for ALL of the children of Outwood.
- **We are** a strong and resilient school **community** where kindness and thought for others is at the heart of everything we do.
- **We are** a school at the heart of its **community** with happy children who care about each other and the wider community.

The Equality and Diversity Policy is an expression of our general equality duty contained in the Equality Act 2010 to:

- Eliminate unlawful discrimination, harassment and victimisation
- Advance equality of opportunity between different groups
- Foster good relations between different groups

Further information regarding the act is included in Appendix A.

Outwood Primary School fully understands the principle of the Act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity.

A protected characteristic, under the act, covers the groups listed below:

- Age
- Disability
- Race, colour, nationality, ethnic or national origin
- Sex (including transgender)
- Gender reassignment
- Maternity and pregnancy
- Religion and belief
- Sexual orientation
- Marriage and civil partnership (for employees)

At Outwood Primary School we aim to promote equality and tackle any form of discrimination and actively promote harmonious relations in all areas of school life. We seek to remove any barriers to access, participation, progression, attainment and achievement. We take seriously our contribution towards community cohesion and the creation of an inclusive school.

We aim to:

- provide a secure environment in which all our children can flourish and achieve
- provide an open, safe and secure learning environment where all individuals see themselves reflected and feel a sense of belonging and where natural and unforced conversations are positively encouraged
- prepare children for life in a modern British society in which children are able to see their place in the local, regional, national and international community
- actively promote through a broad and balanced curriculum the fundamental British values of democracy, the rule of law, individual liberty and a mutual respect for and tolerance of those with different faiths and beliefs and for those without faith
- include and value the contribution of all families to our understanding of equality and diversity
- provide positive non-stereotyping information about different groups of people regardless of protected characteristic
- plan systematically to improve our understanding and promotion of diversity
- actively challenge discrimination and disadvantage
- make inclusion a thread which runs through all our activities

To achieve these aims we will:

- involve stakeholders in the development, review, evaluation, and impact assessment of all relevant improvement plans, policies and procedures
- publish and share our policies with the whole community
- collect and analyse data to ensure all groups are progressing well and no group is subject to disadvantage
- use all available information to set suitable learning challenges for all, respond to pupils' diverse needs and overcome any potential barriers to learning
- ensure that the wider school curriculum makes explicit and implicit provision to promote and celebrate diversity
- have high expectations of behaviour which demonstrates respect to others
- ensure all reasonable adjustments are made to ensure equality of opportunity

## **ACCESSIBILITY**

The school will make reasonable adjustments to meet the needs of pupils with a disability and implement an accessibility plan aimed at:

- Increasing the extent to which pupils with a disability can participate in the curriculum and the wider aspects of school life
- Improving the physical environment of schools to enable pupils with a disability to take better advantage of education, benefits, facilities and services provided
- Improving the availability of accessible information to pupils with a disability

## **LEADERSHIP, MANAGEMENT AND GOVERNANCE**

Our school leaders welcome the responsibility to have due regard in decision making and actions to the possible implications for pupils with particular protected characteristics. They will consider equality implications before and at the time that they develop policy and take decisions.

Outwood Primary School is committed to:

- being proactive in promoting good relationships and equality of opportunity across all aspects of school life and the wider community and eliminate any discrimination or harassment
- encouraging, supporting and enabling all pupils and staff to reach their potential and make a positive contribution

- working in partnership with families, the local authority (LA) and the wider community to establish promote and disseminate inclusive practice and tackle discrimination ensuring that our Equality and Diversity Policy is followed.

## RESPONSIBILITIES

We believe that promoting equality is the responsibility of the whole school and we take the necessary measures to eliminate discrimination and other conduct that is prohibited by the Act, advance equality of opportunity between people who share a protected characteristic (and people who do not share it) and foster good relations between people who share a protected characteristic and people who do not share it.

In order to meet our general duties the law requires us to:

- publish equality information - to demonstrate compliance with the general duty across its functions (we will not publish any information that can specifically identify any child)
- prepare and publish equality objectives - to do this we will collect data related to the protected characteristics above and analyse this data to determine our focus for our equality objectives. The data will be assessed across our core provisions as a school. The objectives are contained in Appendix B.

This will include the following functions:

- Admissions
- Attendance
- Attainment
- Exclusions
- Prejudice related incidents.

The measures include:

- for pupils - implementation of policies on equal opportunities (including race and gender equality, special needs, behaviour and bullying)
- for staff - implementation of policies on equal opportunities, recruitment and selection, pay and anti-harassment policy
- PSHE, SRE, RE and other elements within the curriculum that promote friendship and understanding about cultures and lifestyles
- employing specialist staff to support pupils with special needs or disabilities and implementing the school disability access plan
- monitoring of welfare, with intervention and support where required
- taking steps to meet the particular needs of pupils or staff that have a particular characteristic

### The Governing Board

It is the Governing Board's responsibility to:

- involve and engage the whole school community in identifying and understanding equality barriers in the setting of objectives to address these and ensure that the school complies with equality legislation
- meet requirements to publish measurable equality objectives
- ensure that the school's policy and its procedures and strategies are carried out and monitored with appropriate impact assessments informing future plans
- scrutinise the recording and reporting procedures at least annually
- follow the LA's admissions policy, which is fair and equitable in its treatment of all groups
- monitor attendance by group characteristic and take appropriate action where necessary
- have equal opportunities in staff recruitment and professional development and membership of the Governing Board
- provide information in appropriate, accessible formats
- be involved in dealing with serious breaches of the policy
- be proactive in recruiting high quality applicants from under-represented groups

## The Headteacher

It is the head teacher's responsibility to:

- implement the policy and its strategies and procedures
- ensure that all staff receive appropriate and relevant continuous professional development so that they have the skills and knowledge to ensure equality – this includes the duty to report prejudice based incidents
- promote key messages to all stakeholders about equality, what is expected of them and can be expected from the school
- actively challenge and take appropriate action in any cases of discriminatory practice
- deal with any reported incidents of harassment or bullying in line with LA guidance
- ensure that all visitors and contractors are aware of, and comply with, the school's equality and diversity policy
- produce a report on the progress for governors annually of distinct groups

## All Staff

It is the responsibility of all staff to:

- set suitable learning challenges, enabling all children to experience success and achieve as high as standard as possible through appropriate support
- deliver the right outcomes for children through an inclusive curriculum
- respond to children's diverse learning needs by:
  - creating effective learning environments
  - securing motivation and concentration
  - providing equality of opportunity through flexible and appropriate teaching approaches
  - using appropriate assessment approaches and setting appropriate targets for success
- overcoming potential barriers to learning for all individuals groups of children
- be vigilant in all areas of the school for any type of harassment and bullying – recording any incidents
- deal effectively with all incidents from overt name-calling to the more subtle forms of victimisation caused by perceived differences
- identify and challenge bias and stereotyping within the curriculum and in the school's culture
- promote equality and good relations and not discriminate on grounds of any protected characteristics
- promote an inclusive curriculum and whole school ethos which reflects our diverse society
- keep up to date with equality legislation, development and issues by attending relevant training and accessing information from appropriate sources

## Community members / visitors

- know and follow our Equality and Diversity policy
- informing the school of barriers to achieving equality and possible actions to remove these
- play an active role in supporting and challenging the school to achieve its commitment to achieving equality of opportunity for all.

## **BREACHES OF THE POLICY**

All breaches of the policy will be rigorously followed up using the appropriate procedures and reported to the Governing Board and LA as required.

## **POLICY PLANNING AND REVIEW**

The policy will be reviewed annually in response to changes in the school community and legislation.

Our equality objectives are real for our school. Progress against these objectives will be reviewed annually and renewed every 3 years.

#### Policy planning and development

- In the planning and development stage of policy-making, we will ensure we have consulted and taken into account stakeholder views
- All improvement plans will be designed with an element of impact assessment built in to monitor the success of each activity
- There will be a systematic review of the impact of all policies and procedures on equality and diversity to address any areas of inequality. To do this achievement and attainment is analysed to ensure progress for all, especially in relation to any identified disadvantaged groups; attendance and exclusion data will be reviewed to ensure no over-representation of any one group
- Our target-setting processes ensure appropriate, challenging targets are set in relation to identifiable groups as well as individual pupils / cohorts

#### Monitoring and Quality Assurance

- Each pupil's progress is monitored and tracked. The resulting data is analysed in respect of protected characteristic, ability or additional needs, looked-after status
- In addition to monitoring to rule out potential disadvantage, quality assurance procedures ensure the school meets its duty to positively promote equality and diversity. Subject Leader and Appraisal monitoring and evaluation activities including lesson observations, work scrutiny, discussions with children and monitoring of planning to show evidence of differentiation and texts are reviewed to ensure appropriateness and inclusivity
- The data collected is used to inform further school planning, target-setting and decision-making.

#### Availability of equality information

If you, or anyone you know, requires this policy in a different format then please contact us at school.

The school will take all reasonable steps to ensure that the whole school community knows about the school's commitment to equality and is aware of the school's equality objectives. This will be done via school communications including the school newsletter, assemblies, staff meetings, school council meetings and via the school's website.

This policy is available:

- on the school website
- as a paper copy from the school office if requested
- as part of the school's induction process for new staff

The legal and framework for this policy is included in Appendix A and our Equality Objectives in Appendix B.

J Maude  
Headteacher

Anna Charles-Jones  
Diversity Governor

Appendix A

## **Guidance on the Equality Act 2010**

### **(a) An overview**

The guidance in this policy is provided by the school as a reasonable step to prevent individuals from engaging in any form of behaviour or conduct which is deemed unlawful under the Act. The guidance is also intended to create an awareness and understanding of the school's obligations and duties under the Act, including any exemptions and exclusions which may apply.

The Act provides a single, consolidated source of discrimination law, replacing all the previous UK anti-discrimination laws and it extends protection from discrimination in some areas. The Act defines types of unlawful behaviour in relation to persons with protected characteristics. The Act applies to all schools and academies including maintained and non-maintained special schools.

The Act applies to schools as employers and also to the way schools treat their pupils and potential pupils, and in limited circumstances, former pupils. As employers, schools must not discriminate against potential employees in respect of whether to offer a job or the terms on which a job is offered. Schools must also not discriminate against existing employees in respect of benefits, facilities and services offered including training opportunities, promotion or dismissal.

In relation to pupils, schools must not discriminate against, harass or victimise a pupil or potential pupil in relation to admissions, in the way education is provided, in the way pupils are provided with access to any benefit, facility or service and by excluding a pupil or subjecting them to any other detriment.

The school's "Responsible Body" must ensure compliance with the Act. The Responsible Body is the Governing Body (and the Local Authority in maintained schools) and the proprietor in independent schools, academies or non-maintained special schools. Any person acting on behalf of the Responsible Body, including school employees is liable for their own discriminatory actions. The Responsible Body is also liable unless it can show that it has taken all reasonable steps to stop an individual from doing the discriminatory action or from doing anything of that kind. Members of staff should understand therefore that they can be held liable for acts of bullying, harassment and unlawful discrimination in the course of their employment against fellow employees, pupils or members of the public.

### **(b) Types of unlawful behaviour and protected characteristics**

Types of unlawful behaviour under the Act are:

- direct discrimination
- indirect discrimination
- harassment
- victimisation

The protected characteristics under the Act are:

- age
  - disability
  - race
  - religion or belief
  - sex
  - sexual orientation
  - gender reassignment
  - marriage and civil partnership
  - pregnancy and maternity
- All the protected characteristics are covered by the employment provisions of the Act but the protected characteristics of age, marriage and civil partnership do not apply to pupils. It is not a breach of equality law therefore for schools to admit and organise pupils in age groups and to treat pupils in a way that is appropriate to their age.

**Direct discrimination** occurs when one person treats another less favourably, because of a protected characteristic, than they treat, or would treat other people.

**Indirect discrimination** occurs when a “provision criterion or practice” (PCP) is applied generally but has the effect of putting people with a protected characteristic at a disadvantage when compared to people without that characteristic. It is a defence to a claim of indirect discrimination if it can be shown that the PCP is a “proportionate means of achieving a legitimate aim and that it could not reasonably be achieved in a different way which did not discriminate”. In the context of schools, examples of legitimate aims might be: - maintaining academic or other standards or ensuring the health, welfare and safety of pupils.

**Discrimination** can include associative discrimination (when a person is treated less favourably because of their association with someone who has a protected characteristic) and perception discrimination (when a person is treated less favourably because it is believed they have a protected characteristic even if that is a mistaken belief).

**Harassment** has a specific legal definition in the Act based on the definition from the European Convention on Human Rights. It is “unwanted conduct, related to a relevant protected characteristic, which has the purpose or effect of violating a person’s dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for that person”. This covers unpleasant and bullying behaviour, and potentially extends also to actions which, whether intentionally or unintentionally, cause offence to a person because of a protected characteristic.

**Victimisation** occurs when a person is treated badly or treated less favourably than they otherwise would have been because they have done “a protected act” or because the school believes that a person has done or is going to do a protected act. A protected act might involve, for example; making an allegation of discrimination or bringing a case under the Act, or supporting another person’s complaint by giving evidence or information or doing anything else under or in connection with the Act.

### **(C) Additional provisions relating to disability**

With regard to disability, there are two further types of unlawful behaviour, these are:

- Discrimination arising from a disability
- A failure to comply with the duty to make reasonable adjustments

**Discrimination arising from a disability** is when a disabled person is discriminated against because of something that is a consequence of their disability. This is unlawful unless the discrimination can be justified.

**The duty to make reasonable adjustments now extends to a duty to provide auxiliary services and aids.** The duty to make reasonable adjustments means that where something a school does places a disabled pupil or member of staff at a disadvantage compared to other pupils or members of staff, the school must take reasonable steps to try and avoid that disadvantage. Auxiliary aids or services are things or persons which help. Whether a school should provide an auxiliary or service is a question of reasonableness in all the circumstances of the case.

The overriding principle of the equality legislation is one of equal treatment but schools may, and often must, treat disabled pupils and disabled members of staff more favourably than non-disabled pupils or non-disabled members of staff by making reasonable adjustments to put them on a more level footing with pupils and members of staff without disabilities.

Schools must also carry out **accessibility planning** for disabled pupils and members of staff under the Act. With regards to pupils, schools must implement accessibility plans which are aimed at increasing the extent to which disabled pupils can participate in the curriculum; improving the physical environment of school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided; and improving the availability of accessible information to disabled pupils. With regard to staff, schools are under a duty to consider alterations to physical features of the school where it is reasonable to avoid disadvantage caused by disability.

#### **(d) Positive action and positive discrimination**

New provisions in the Act allow schools to take positive action in relation to pupils and members of staff with certain protected characteristics who may be disadvantaged for social or economic reasons to do with past or present discrimination. Any such action must be a proportionate way of achieving a legitimate aim.

Positive action is not the same as positive discrimination. Positive discrimination is always unlawful except in the case of disability.

#### **(e) Exceptions and exclusions**

There are some exceptions in the Act which apply to all schools and some which apply specifically to schools with a religious character (faith schools) and to single sex schools.

The daily act of collective worship is an exemption which applies to all schools in relation to the Act's religion or belief provisions. Schools are permitted to have acts of worship or other forms of collective religious observance and will not be acting unlawfully if an equivalent act of worship is not provided for other faiths. Schools are permitted to celebrate religious festivals.

The content of the school curriculum is excluded from the Act but the way, in which schools provide education, i.e. the delivery of the curriculum is not. Schools must ensure that the curriculum is not delivered in a discriminatory way and that it is delivered in accordance with the public sector equality duty. Schools should provide a broad and balanced curriculum for all pupils and should ensure that all pupils have equal access to all areas of the curriculum. When a school's Curriculum Policy is reviewed, due regard must be given to equality considerations.

The Act does not deal specifically with school uniform or other aspects of appearance such as hair, jewellery and make up. The school's Governing Body determines uniform policy and the rules relating to appearance but must have due regard to equality law and to obligations under the Human Rights Act 1998 when making decisions in this regard. Governing Bodies should be sensitive to the needs of different groups and should act reasonably in endeavouring to accommodate those needs without compromising other school policies and requirements including requirements relating to health, safety and discipline.



## **(f) The Public Sector Equality Duty and supporting specific duties**

The Act also introduced a single Public Sector Equality Duty (sometimes also referred to as the 'general duty'). The general duty applies to public bodies, including all schools and academies. The general duty is supplemented by separate specific equality duties which require schools to publish information to show how they are complying with their general duty and to prepare and publish equality objectives.

The general duty applies to all protected characteristics and requires schools, when carrying out their functions, to have due regard to the need to:

- eliminate discrimination, harassment and victimisation and any other conduct prohibited by the Act
- advance equality of opportunity between those who share a relevant protected characteristic and those who do not share it
- foster good relations across all characteristics

Having due regard means that the Governing Body and the school's leadership team must ensure that whenever significant decisions are being made or policies developed, thought will be given to equality considerations. Equality will not just be an afterthought and will never be just a matter of ticking boxes. Decisions and actions will be made with an open mind and an assessment will always be made as to whether a particular decision or action may have implications for people with particular protected characteristics.

The Equality Act 2010 (Specific Duties) Regulations 2011 introduced new **specific equality duties** to help public authorities meet their obligations under the general duty. These specific duties apply to all schools. In order to comply with their specific duties, schools are required to:-

- publish information to demonstrate how they are complying with their general duty
- prepare and publish equality objectives

Schools are required to update published information at least annually and to publish objectives at least once every four years. The school's current equality objectives are contained in a separate document.

J Maude  
Headteacher

S Carroll  
Chair of the Governing Board

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