

Long Clawson CofE Primary School



Equality Policy & Objectives

This policy was approved by the Governing Body of Long Clawson Church of England

Primary School at their meeting on 23rd September 2024

Signed..... Chair of Governors

Date for review: Autumn 2028

Rationale:

Long Clawson School is a welcoming school, where everyone is valued highly and where tolerance, honesty, co-operation and mutual respect for others are fostered. We are committed to the development of the whole person within a supportive, secure and creative environment.

For pupils, this means that a broad, balanced and appropriate curriculum is delivered to ensure equal opportunities for all pupils and to maximise their potential regardless of age, sex, race, colour, religion or disability. We endeavour to promote positive relationships with parents, carers, governors and members of the wider community.

For staff this means that the Governing Body is committed to providing equal opportunities in employment, ensuring that we take all possible steps to avoid unlawful discrimination as it relates to our employment practice and the wider School Community. We strive to ensure that the work environment is free from harassment and bullying and that everyone is treated with dignity and respect.

This policy is intended to assist us in putting this commitment into practice. Compliance with this policy should also ensure that employees do not unwittingly commit unlawful acts of discrimination.

The law:

It is unlawful to discriminate directly or indirectly in recruitment or employment because of:

- age (employees only)
- disability
- sex
- sexual orientation
- gender reassignment
- pregnancy and maternity (employees only)
- race (which includes colour, nationality and ethnic or national origins),
- religion or belief, or because someone is
- marriage and civil partnerships (employees only).

Discrimination after employment may also be unlawful, e.g. refusing to give a reference for a reason related to one of the protected characteristics.

We expect all our staff to act in a non-discriminating manner and be mindful to avoid actions that will be deemed as harassment in the services we provide to the public and our wider community. It is unlawful to fail to make reasonable adjustments to overcome barriers to using services caused by disability. The duty to make reasonable adjustments includes the removal, adaptation or alteration of physical features, if the physical features make it impossible or unreasonably difficult for disabled people to make use of services. In

addition, as service providers, we have an obligation to think ahead and address any barriers that may impede disabled people from accessing the services we provide.

Types of unlawful discrimination:

Direct discrimination is where a person is treated less favourably than another because of a protected characteristic. An example of direct discrimination would be refusing to employ a woman because she is pregnant. In limited circumstances, employers can directly discriminate against an individual for a reason related to any of the protected characteristics where there is an occupational requirement. The occupational requirement must be crucial to the post and a proportionate means of achieving a legitimate aim.

Indirect discrimination is where a provision, criterion or practice is applied that is discriminatory in relation to individuals who have a relevant protected characteristic (although it does not explicitly include pregnancy and maternity, which is covered by indirect sex discrimination) such that it would be to the detriment of people who share that protected characteristic compared with people who do not, and it cannot be shown to be a proportionate means of achieving a legitimate aim.

Harassment is where there is unwanted conduct related to one of the protected characteristics (other than marriage and civil partnership, and pregnancy and maternity) that has the purpose or effect of violating a person's dignity; or creating an intimidating, hostile, degrading, humiliating or offensive environment. It does not matter whether or not this effect was intended by the person responsible for the conduct.

Associative discrimination is where an individual is directly discriminated against or harassed for association with another individual who has a protected characteristic (although it does not cover harassment because of marriage and civil partnership, and - according to guidance from the Government and ACAS - pregnancy and maternity).

Perceptive discrimination is where an individual is directly discriminated against or harassed based on a perception that they have a particular protected characteristic when they do not, in fact, have that protected characteristic (other than marriage and civil partnership, and pregnancy and maternity).

Third-party harassment occurs where an employee is harassed and the harassment is related to a protected characteristic (other than marriage and civil partnership, and pregnancy and maternity), by third parties such as clients or customers. For an employer to be liable:

- The harassment must have occurred on at least two previous occasions (although not necessarily by the same harasser or suffering the same type of harassment);
- The employer must be aware that the previous harassment has taken place; and

- The employer must have failed to take reasonable steps to prevent harassment from happening again.

Victimisation occurs where an employee is subjected to a detriment, such as being denied a training opportunity or a promotion because they made or supported a complaint or raised a grievance under *The Equality Act 2010*, or because they are suspected of doing so. However, an employee is not protected from victimisation if they acted maliciously or made or supported an untrue complaint. There is no longer a need for a complainant to compare their treatment with someone who has not made or supported a complaint under *The Equality Act 2010*. For example, if a blind employee raises a grievance that the employer is not complying with its duty to make reasonable adjustments and is then systematically excluded from all meetings, such behaviour could amount to victimisation.

Failure to make reasonable adjustments is where a physical feature or a provision, criterion or practice puts a disabled person at a substantial disadvantage compared with someone who does not have that protected characteristic and the employer has failed to make reasonable adjustments to enable the disabled person to overcome the disadvantage.

Equal opportunities in employment:

The governing body will avoid unlawful discrimination in all aspects of employment including recruitment, promotion, opportunities for training, pay and benefits, discipline and selection for redundancy.

Person and job specifications will be limited to those requirements that are necessary for the effective performance of the job. Candidates for employment or promotion will be assessed objectively against the requirements for the job, taking account of any reasonable adjustments that may be required for candidates with a disability. Disability and personal or home commitments will not form the basis of employment decisions except where necessary.

The Governing Body will consider any possible indirect discriminatory effect of its standard working practices, including the number of hours to be worked, the times at which these are to be worked and the place at which work is to be done, when considering requests for variations to these standard working practices and will refuse such requests only if the Governing Body considers it has good reasons, unrelated to any protected characteristic, for doing so. The Governing Body will comply with its obligations in relation to statutory requests for contract variations and will also make reasonable adjustments to its standard working practices to overcome barriers caused by disability.

The school will monitor the ethnic, gender and age composition of the existing workforce and of applicants for jobs (including promotion), and the number of people with disabilities within these groups and will consider and take any appropriate action to address any problems that may be identified because of the monitoring process.

Customers, suppliers and other people not employed by the school:

The school will not discriminate unlawfully against customers using, or seeking to use, goods, facilities or services provided by the school.

Employees should report any bullying or harassment which they experience from the wider community (parents, suppliers, visitors or others) to their manager who will take appropriate action.

Training:

The Governing Body will ensure that appropriate training is provided on equal opportunities to managers and others likely to be involved in recruitment or other decision making where equal opportunities issues are likely to arise.

The Governing Body will also provide training to all existing and new employees and others engaged to work at the school to help them understand their rights and responsibilities under the *Dignity at Work Policy* and what they can do to help create a working environment free of bullying and harassment. The Governing Body will ensure that additional training is provided for managers to enable them to deal more effectively with complaints of bullying and harassment.

Governing Body Responsibilities:

It is the Governing Body's responsibility to:

- Ensure that the school complies with equality legislation:
- Meet requirements to publish equality schemes:
- Ensure that the school's policy and its procedures and strategies are carried out and monitored:
- Scrutinise the LA's Admissions Policy, which is fair and equitable in its treatment of all groups:
- Monitor attendance and take appropriate action where necessary:
- Have equal opportunities in staff recruitment and professional development and membership of the Governing Body:
- 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 Head Teacher Responsibilities:

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:
- 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 Policy:
- Update the Equality Policy at least once every four years.

Employee Responsibilities:

It is the responsibility of the Staff to:

- Assist the Governing Body and the whole school to meet its commitment to provide equal opportunities in employment and avoid unlawful discrimination:
- Be aware that they can be held personally liable as well as, or instead of, the governing body for any act of unlawful discrimination. Employees who commit serious acts of harassment may also be guilty of a criminal offence:
- Be vigilant in all areas of the school for any type of harassment or bullying:
- Deal effectively with all incidents of 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 schools' 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.

Breaches of the Policy:

Acts of discrimination, harassment, bullying or victimisation against employees or parents and their families are disciplinary offences and will be dealt with under the school's disciplinary procedure. Discrimination, harassment, bullying or victimisation may constitute gross misconduct and could lead to dismissal without notice.

Grievances:

If any member of staff considers that they have experienced unlawful discrimination, they may use the school's grievance procedure to make a complaint. The Governing Body will take any complaint seriously and will seek to resolve any grievance that it upholds. An employee will not be penalised for raising a grievance, even if the grievance is not upheld, unless the complaint is both untrue and made in bad faith.

Use of the Governing Body's adopted grievance procedure does not affect your right to make a complaint to an employment tribunal. Complaints to an employment tribunal must normally be made within three months beginning with the act of discrimination complained of.

Monitoring and Review:

This policy will be monitored periodically, jointly by the Head Teacher and the Governing Body, to judge its effectiveness and will be updated in accordance with changes in the law. A particular focus will be given during the monitoring of the ethnic and gender composition of the existing workforce and of applicants for jobs (including promotion) and the number of people with disabilities within these groups, and the policy will be reviewed in accordance with the results shown by the monitoring. If changes are required, the school will implement them.

Information provided by job applicants and employees for monitoring purposes will be used only for these purposes and will be dealt with in accordance with *The Data Protection Act 2018*.

Long Clawson CofE Primary School Equality Objectives 2024-2028

Equality Strand	Action	How will impact of the action be monitored?	Who is responsible for implementing?	What are the time frames?
All equality strands	All staff know to challenge any behaviour or language of a derogatory nature and report to the Head Teacher.	Head Teacher to report to Chair of Governors if concern is raised during regular meetings and to FGB termly through the Head Teacher's Report. Head Teacher and Governors to assess impact and identify if there is a pattern. Determine actions to be taken if a pattern is identified.	Head Teacher Governors	Minimum termly.
All equality strands	All children to access a progressive RSHE/PSHE curriculum that is rich and meaningful in its coverage of diversity and inclusivity. This will be through some explicit teaching e.g. Myself and My Relationships, Citizenship and through other curriculum opportunities such as reading, Collective Worship, etc. No Outsiders reading material to be used in line with 'No Outsiders: everyone different, everyone welcome,' by Andrew Moffat. Ensure that the curriculum promotes role models that young people positively identify with, and which reflects diversity in terms of protected characteristics. Ensure that the RSHE policy is up to date and aligns	PSHE lead/Head Teacher monitors the impact of the PSHE curriculum. Reports to Governing Body. Pupil interviews to ascertain impact of teaching and learning, together with viewpoints of children about feeling safe and valued within school. Pupil and Parent/Carer Surveys. Review Policy according to timetable.	Head Teacher FGB Head Teacher	Termly Policy review

	with the requirements of the 2020 legislation.			timetable.
All equality strands	Monitor pupil achievement by gender, SEN, race and act on any trends or patterns in the data that require additional support.	Data checked termly by senior leadership team. Pupil Progress meetings held termly.	Head Teacher and teachers.	Termly
All equality strands	Displays in classrooms and corridors, together with classroom resources promote diversity in terms of race, gender, religious belief and disability.	Monitor displays and resources available around the school and across each classroom.	PSHE and English lead	Termly
Religion and Belief	Rich, diverse and inclusive RE curriculum. Cover all faiths and no faith. Provide wider opportunities for children to visit or receive visitors from different faiths and cultures.	RE Lead to assess impact of teaching and learning through: Scrutiny of work. Pupil Interviews. Observations. Overview of opportunities for children to participate in visits or for visitors to come into school. Monitor impact of these.	RE Lead Foundation Governor All teachers RE Lead	Annual cycle of teaching.
Disability Equality Act	Ensure that the school site is accessible to all visitors and pupils. Where needed, provide a Risk Assessment and/or Individual Health Care Plan to demonstrate potential barriers and how these are overcome. Ensure access to disabled bathroom facilities.	Head Teacher to carry out H&S Termly checks, accompanied by H&S Governor at least once a year. Safeguarding/H&S Audit to be carried out termly. Responses to actions identified to be checked.	Head Teacher H&S Governors	Termly