

# **SNAITH PRIMARY SCHOOL**



## **Equality Information and Objectives Policy**

<b>Last review/update</b>	<b>March 23</b>
<b>Approved by Governors</b>	<b>Yes</b>
<b>This policy will be reviewed (Unless required before)</b>	<b>2026 – or sooner as required</b>
<b>Person responsible for the policy</b>	<b>Helen Calpin</b>

## **Contents:**

### Statement of intent

1. School's Mission
2. Legal Responsibilities
3. Definitions
4. Roles and Responsibilities
5. Equality Objectives
6. Collecting and Using Information
7. Published Information
8. Addressing Prejudice Related Incidents
9. Complaints Procedure
10. Monitoring and Review

### Appendix 1 - Related Policies

## Statement of intent

Snaith Primary School is an inclusive school where all are welcome.

We seek to foster warm, welcoming and respectful environments, which allow us to question and challenge discrimination and inequality, resolve conflicts peacefully and work and learn free from harassment and violence.

We celebrate diversity and champion equality. Everyone who enters our school is expected to behave in a way which respects the protected characteristics of the Equality Act 2010.

We recognise that there are similarities and differences between individuals and groups but we will strive to ensure that our differences do not become barriers to participation, access and learning and to create inclusive processes and practices, where the varying needs of individuals and groups are identified and met. We recognise that we therefore cannot achieve equality for all by always treating everyone the same.

We will build on our similarities and seek enrichment from our differences and so promote understanding and learning between and towards others to create cohesive communities.

We seek to embed equality of access, opportunity and outcome for all members of our school community, within all aspects of school life.

Public bodies, including Local-Authority maintained schools, are covered by the public sector equality duty in the Equality Act 2010 and the Equality Act 2010 (Specific Duties) Regulations 2011.

At Snaith Primary School we take this obligation very seriously and ensure that all of our children can take part as fully as possible in every aspect of school life. We identify any barriers to learning that they may have and then work to overcome these so that each child can fulfil their potential.

We strive to uphold the three general aims of the Equality Act 2010:

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Equality Act 2010
- Advance equality of opportunity between people who share a protected characteristic and those who do not.
- Foster good relationships between people who share a protected characteristic and people who do not share it.

Snaith Primary School is committed to ensuring equality of provision throughout the school community. To achieve this, our Equality Policy below outlines our objectives.

### Our Mission

**Our mission is to:** Inspire today's children for tomorrow's world, fostering tolerance and respect and addressing prejudice and/or related incidents.

This school is opposed to all forms of prejudice and we recognise that children and young people who experience any form of prejudice related discrimination may fare less well in the education system. We provide both our pupils and staff with an awareness of the impact of prejudice in order to prevent any incidents. If incidents still occur we address them

immediately and report them to the Local Authority using their guidance material. The Local Authority may provide some support if appropriate.

**At Snaith, we actively seek out opportunities to embrace the following key concepts:**

- Shared Humanity. Identifying commonality and shared values, aspirations and needs underpins our approach to equality. We value our fundamental similarities and universality.
- Valuing difference and diversity. We appreciate the richness within our differences and look for ways of celebrating and understanding them better.
- Interdependence, interaction and influence. We recognise that, as they evolve, distinct cultures, beliefs and lifestyles will impact on and inform each other.
- Social cohesion within our school and within our local community
- Excellence. We aim to inspire and recognise high personal and collective achievement throughout our community, the UK and the wider world. Excellence is to be found everywhere.
- Personal and cultural identity. We will provide opportunities to explore and value the complexity of our personal and cultural identities.
- Fairness and social justice. We will develop an understanding that inequality does exist in society and provide a safe environment for children to discuss their views about this. Children also consider laws, rules and moral codes which exist to promote and ensure a fairer society along with understanding of how individual's and communities can act responsibly to enable an equitable society and a fairer world for all.
- Safety, security and well-being are a priority for all members of our school community.
- Teamwork and cooperation are essential life skills and help to develop an awareness of self and others.
- Exemplary behaviour is expected and reinforced with a clear system of reward and sanction.

### **Legal Responsibilities under the Equality Act 2010**

As a school we welcome our duties under the Equality Act 2010 which replaced and consolidates many acts such as the Race Relations Act, Disability Act and the Sex Discrimination Act.

The general duties are to:

- eliminate discrimination,
- advance equality of opportunity
- foster good relations

It legally protects people from discrimination in the workplace and wider society and sets out the nine characteristics which are protected:

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

- age (for employees not for service provision),
- disability
- race
- sex (including issues of transgender)
- gender reassignment
- maternity and pregnancy
- religion and belief
- sexual orientation

- Marriage and civil partnership (for employees)

The Act makes it unlawful for the responsible body of a school to discriminate against, harass or victimise a pupil or potential pupil:

- In relation to admissions.
- In the way it provides education for pupils.
- In the way it provides pupils access to any benefit, facility or service.
- By excluding a pupil or subjecting them to any other detriment.

The responsible body for the school is the Governing Body or the East Riding Local Authority.

The school's liability not to discriminate, harass or victimise does not end when a pupil has left the school, but will apply to subsequent actions connected to the previous relationship between school and pupil, such as the provision of references on former pupils or access to former pupils' communications and activities.

The school will promote equality of opportunity for all staff and job applicants and will work in line with the Staff Equality, Equity, Diversity and Inclusion Policy.

## **Definitions**

Snaith Primary School recognises the different types of discrimination, harassment and victimisation as set out in the Equality Act 2010 and are therefore responsible for eliminating the following:

**Direct discrimination** – Treating someone less favourably because they have a protected characteristic

**Discrimination by perception** – Treating someone less favourably because it is believed that they have a protected characteristic, when in fact, they do not

**Discrimination by association** – Treating someone less favourably because they are associated with someone with a protected characteristic

**Indirect discrimination** – When a practice, policy or rule, which is applied to everyone in the same way, has a worse effect on some people than others i.e. it puts particular people at a disadvantage

**Harassment** – Unwanted behaviour which a person finds offensive, or which makes them feel intimidated or humiliated is unlawful under the Act if it is connected to any of the protected characteristics

**Victimisation** – Someone is treated badly because they have complained about discrimination or helped someone who has been the victim of discrimination

## **Disability**

Disability is defined as a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities.

Snaith Primary School is aware of the need to make reasonable adjustments in order to remove barriers faced by people living with disabilities. This may involve treating disabled pupils or staff differently and taking steps to avoid the substantial disadvantage to a disabled person caused by a provision, criterion or practice applied by or on behalf of the school, or by the absence of an auxiliary aid or service.

In the Equality Act 2010, there are three elements to the reasonable adjustments duty that relate to: Provisions, Criteria and Practices, Auxiliary Aids and Services, and also, Physical Features.

The physical features element does not apply to schools in relation to disabled pupils; instead we have a duty to plan better access for disabled pupils generally in relation to the physical environment of the school. Snaith Primary School will take positive steps to ensure that disabled pupils can fully participate in the education provided by the school, and that they can enjoy the other benefits, facilities and services that the school provides for pupils. There are various factors to be taken into account when considering reasonable adjustments and these include such things as the resources of the school, the financial cost of making the adjustment, assessing the extent to which the adjustment would be effective in overcoming the disadvantage, the practicability of the adjustment, health and safety requirements, the need to maintain academic, musical, sporting and other standards, the effect of the disability on the individual and, the extent to which special educational provision will be provided to the disabled pupil under Part 3 of the Children and Families Act 2014.

**Accessibility Plans** are implemented to ensure that:

- the extent to which all pupils can participate in the curriculum is increased.
- the physical environment of the school is improved to enable all pupils to take better advantage of education, benefits, facilities and services provided and ensure that parents and visitors can access the school site as appropriate.
- the availability of accessible information for all pupils and their families.

This is published in the school's Accessibility Policy and as a separate document and can be found on the school's website.

## **Roles and Responsibilities**

The Governing Body will:

- Ensure that the school complies with the appropriate equality legislation and regulations.

- Meet its obligations under the PSED to:
  - Publish equality objectives at least every four years commencing on the date of the last publication.
  - Update and publish information every year to demonstrate school compliance with the PSED.
- Ensure that the school's policies and procedures are developed and implemented with appropriate equality impact assessments informing future plans.
- Ensure that the school's Admissions Policy does not discriminate in any way.
- Ensure equal opportunities in its staff recruitment and promotion practices, professional development programmes and in membership of the governing board.
- Proactively recruit high-quality applicants from under-represented groups.
- Provide information in appropriate and accessible formats.
- Ensure that the necessary disciplinary measures are in place to enforce this policy.

The headteacher will:

- Implement and champion this policy and its procedures.
- Ensure that all staff members receive the appropriate equality and diversity training as part of their induction and CPD.
- Ensure that all parents, visitors and contractors are aware of, and comply with, the provisions of this policy.
- Actively challenge and take appropriate action in any case of discriminatory practice.
- Address any reported incidents of harassment or bullying in line with DfE guidance.
- Produce an annual report on the progress of implementing the provisions of this policy and report it to the governing board.

Employees will:

- Be mindful of any incidents of harassment or bullying in the school.
- Track and monitor any instances of discrimination and deal with these in a consistent manner, making a report to the headteacher as necessary and following up with pupils as required.
- Identify and challenge bias and stereotyping within the curriculum and the school's culture.
- Promote equality and good relations, and not harass or discriminate in any way.
- Monitor pupils' progress and needs to ensure the appropriate support is in place.
- Keep up-to-date with equality legislation and its application by attending the appropriate training.
- Champion diversity and inclusion.

Pupils will:

- Not discriminate or harass any other pupil or staff member.
- Actively encourage equality and diversity in the school by contributing their cultural experiences and values.
- Report any incidences of bullying or harassment, whether to themselves or to others, to the headteacher or to another member of staff.
- Abide by all the school's equality and diversity policies, procedures and codes.

### **Visitors (e.g. parent helpers, contractors)**

- To be aware of, and comply with, the school's equality policy.
- To refrain from engaging in discriminatory behaviour (for example, racist language) on school premises.

### **Equality objectives**

The school is committed to promoting the welfare and equality of all its staff, pupils and other members of the school community.

The development of these objectives has taken into account pupil data, attainment levels, evidence of any equality issues across all of our functions, issues that may be affecting people with protected characteristics and also acknowledged the three aims of the 'general' equality duty. These objectives have been agreed with the Governing Body. Our objectives are set out below:

#### **Equality Objectives 2022-2026**

1	To recognise and promote all aspects of diversity and equality and to be able to challenge stereotypes, inappropriate statements and actions through direct teaching of the schools PSHCE curriculum(which adheres to the DFE RSE statutory guidance) and indirectly addressing opinions and understanding and misconceptions.
2	Children become more knowledgeable about diversity within Britain and the wider world through links in the curriculum, assemblies, visits and visitors. This is linked to RE curriculum as well as widening and deepening children's understanding of the range of jobs and careers available – through links to inspirational people and focus in curriculum studies.
3	Monitoring and promotion of the involvement of all groups of students in the extra-curricular life of the school, including leadership opportunities, sport and music especially students with special educational needs, disabilities and disadvantaged.

Progress against these objectives will be reported on annually and can be found in the schools Equality Information Objectives Statement.

In addition to the above, the school also has an Accessibility Policy and Plan which can be found on the school website which also supports equal opportunities in our school.

### **Collecting and using information**

In accordance with the requirements outlined in the UK GDPR and Data Protection Act 2018, personal data will be lawfully collected and processed in line with the principles and practices outlined in the Data Protection Policy and only for specified, explicit and legitimate purposes, e.g. to comply with the school's legal obligations.

The school will collect equality information for the purpose of:

- Identifying key issues, e.g. unlawful discrimination in teaching methods.
- Assessing performance, e.g. benchmarking against similar organisations locally or nationally.
- Taking action, e.g. adapting working practice to accommodate the needs of staff who share protected characteristics.

The school will build an equality profile for staff to assist with identifying any issues within their recruitment regime. The school will obtain the following information from their staff:

- Recruitment and promotion
- Numbers of part-time and full-time staff
- Pay and remuneration
- Training
- Return to work of staff members on parental leave
- Return to work of disabled employees following sick leave relating to their disabilities
- Appraisals
- Grievances (including about harassment)
- Disciplinary action (including for harassment)
- Dismissals and other reasons for leaving

The school will use the information it obtains to analyse any gaps present in its equality procedures.

The school will publish information to demonstrate its compliance with the Act but will not identify any individual and will remain compliant with the school's GDPR policy.

### **The specific duties**

Specific duties aim to promote transparency in schools and to increase accountability to parents, carers and regulators. The publication of non-confidential equality-related data and information about Snaith Primary School and its pupils will help parents to understand what we are doing to eliminate any potential discrimination, advance equality of opportunity and foster good relations. Published information will also be a resource for decision-makers within the school. Details of equality related information that we have published and the location of this data is outlined in the table below:

Document/Data	Published Available or NA	Where it can be found
Equality statement	Published	Website
Equality Objectives and progress	Published	Website
Equality Policy	Published	Website
Accessibility Policy	Published	Website
Accessibility Plan	Published	Website
Good Behaviour and Anti Bullying Policy	Published	Website
Safeguarding Policy	Published	Website
Pupil Premium Actions and Review	Published	Website
School Development Plan – overview for parents	Published	Website
School Development Plan	Available	Staff shared site Governor minutes
Non-confidential equality data regarding	Published	Website

pupil population at the school (gender, race, disabilities, Free School Meals, Children Looked After, language, SEN)		Equality Statement
School performance data e.g. attainment, absence/attendance	Published	Website
Governing body minutes	School information	Governor shared documents
Training Records	Available	School shared information and HT report to Governors
Staff Surveys	Available	HT and Governor Reports
Parent and Pupil Surveys	Published	Newsletters/letters to parents
Non-confidential equality data regarding staff (if employ more than 150 people)	NA	

### **Addressing prejudice-related incidents**

The school is opposed to all forms of prejudice. The school will ensure that pupils and staff are aware of the impact of prejudice. The school will address any incidents immediately and, where appropriate, report them to the LA.

Any reports of bullying and prejudice will be carefully monitored and dealt with accordingly. Training will be given to all staff to ensure that they are aware of the process for reporting and following up incidents of prejudice-related bullying annually – along with the school's Good Behaviour and Anti Bullying Policy, Safeguarding Policy and Code of Conduct Policy reviews and updates.

### **Complaints Procedures**

The school aims to resolve all complaints at the earliest possible stage and is dedicated to continuing to provide the highest quality of education possible throughout the procedure. Any person, including a member of the public, is able to make a complaint about the provision of facilities or services that the school provides.

The school will adhere to the Complaints Procedures Policy to ensure a straightforward, impartial, non-adversarial process, that allows a full and fair investigation, respects confidentiality, and delivers an effective response and appropriate redress. If a complaint has completed the school's process and the complainant remains dissatisfied, they have the right to appeal, as outlined in the Complaints Procedures Policy.

The school works to develop good professional relationships between colleagues through maintaining open communication. The school wants its employees to feel able to raise any grievances so that appropriate and effective solutions can be put in place. Grievances raised by staff members will be processed in accordance with the school's Code of Conduct and concern policy.

### **Monitoring and Review**

The headteacher will review this policy every two years or more often if required, to ensure that all procedures are up-to-date. The policy will be monitored and evaluated by the headteacher and governing board in the following ways:

- Individual attainment data
- Equal opportunities recruitment data
- Equality impact assessments
- Ofsted inspection judgements on equality and diversity
- Incident records related to harassment and bullying

Any changes made to this policy will be communicated to all relevant stakeholders.

## **Appendix 1**

### **Legal Framework**

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Human Rights Act 1998
- The Special Educational Needs and Disability Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- Equality Act 2010 (Specific Duties) Regulations 2011
- The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
- Public Sector Equality Duty (PSED)
- Data Protection Act 2018
- The UK General Data Protection Regulation (GDPR)

This policy also has due regard for non-statutory guidance, including the following:

- DfE (2014) 'The Equality Act 2010 and schools'

This policy operates in conjunction with the following school policies:

- Equality Information and Objectives Statement
- Admissions Policy
- Complaints Procedures Policy
- Data Protection Policy
- Good Behaviour and Anti Bullying Policy
- Accessibility Policy and Plan