



St Andrew's C.E. Primary School

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Equalities Policy, Statement & Action Plan 2014-15

1. Introduction

This Policy outlines the commitment of the governors and staff of the school to eliminating all forms of discrimination, harassment and victimisation; promoting equality of opportunity and fostering good relations.

For our school this means, not simply treating everybody the same but, understanding and tackling the different barriers which could lead to equal outcomes for different groups of pupils in school, celebrating and valuing the equal opportunity achievements and strengths of all members of the school community.

This policy applies to the whole school community. It has been drawn up as a result of the outcomes of a transparent process and through consultation.

This policy will be reviewed and updated by the governing body annually.

2. Statement of principles

We believe that equality at our school should permeate all aspects of school life and is the responsibility of every member of the school and wider community. Every member of the school community should feel safe, secure, valued and of equal worth. We hope that our values will benefit society as a whole.

At school, equality is a key principle for treating all people fairly and creating a society in which everybody has the opportunity to fulfil their potential – irrespective of their gender, ethnicity, disability, religious beliefs or other beliefs, sexual orientation, age or any other recognised area of discrimination. We recognise and respect difference through our commitment to becoming a rights respecting school.

Our admissions arrangements are fair and transparent. We foster positive attitudes and relationships, and a shared sense of cohesion and belonging.

We are committed to providing a working environment free from discrimination, bullying, harassment and victimisation. We aim to recruit an appropriately qualified workforce and

establish a governing body that is representative of all sections of the community in order to respect and respond to the diverse needs of our population.

We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement. The achievement of pupils will be monitored – where appropriate – in light of the protected characteristics outlined in the Equality Act 2010. We will use the analysis of this date to support pupils, raise standards and ensure inclusive teaching.

We will endeavour to ensure that when we buy services from another organisation will help us provide high quality education, that organisation will comply with equality legislation. This will be a significant factor in any tendering process, and in staff training.

3. Statutory requirements

The Equality Act 2010 has brought together all the current discrimination laws into one and sets out the “protected characteristics” that qualify for protection from discrimination as :-

- Age (relevant in considering our duties as an employer, but not in relation to pupils)
- Disability
- Gender reassignment
- Pregnancy and maternity
- Race
- Religion or belief
- Sex; and
- Sexual orientation

The Act introduced a single Public Sector Equality Duty (PESD), sometimes referred to as the general duty. The combined equality duty has 3 main elements and in carrying out our functions we will have due regard to the need to:

- Eliminate all forms of discrimination, harassment and victimisation that are prohibited by the Act;
- Advance equality of opportunity between persons who share a protective characteristic and persons who do not share it;
- Foster good relations between persons who share a relevant protected characteristic and persons who do share it.

The specific duties, which will help us to fulfil our obligations under the general duty, required us to

- Publish information to demonstrate how we are complying with the Public Sector Equality Duty, and
- Prepare and publish equality objectives.

In light of the specific duties the school will publish and review annually appropriate information. We will also prepare and publish equality objectives that will be outcome focused.

4. Roles and Responsibilities

The governing body will ensure that the school complies with statutory requirements in respect of this policy.

- The headteacher has day-to-day responsibility for co-ordinating the implementation of this policy and will ensure that staff are aware of their responsibilities, that they are given necessary training and support and report progress to the governing body.
- All staff will promote an inclusive and collaborative ethos in the school, challenge inappropriate language and behaviour, respond appropriately incidents of discrimination and harassment, ensure appropriate support for children with additional needs and maintain a good level of awareness of equalities issues.
- All members of the school community have a responsibility to treat each other and staff with respect, to feel valued, and to speak out if they witness or are subject to any inappropriate language or behaviour.
- We will take steps to ensure all visitors to the school adhere to our commitment to equality.

5. Equal opportunities for staff

We are committed to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing and employment.

As an employer we need to ensure that we eliminate discrimination and harassment in our employment practise and actively promote equality across all groups within our workforce.

All those involved in recruitment and selection are trained and aware of what they should do to avoid discrimination and ensure equality good practice through the recruitment and selection progress.

Note;

Under the Equality Act 2010, in very limited circumstances, an employer can claim that a certain religious denomination or belief is considered to be a genuine occupational requirement of that role. An aided school may be able to rely on this for some roles in school, particular those roles that provide spiritual leadership. However this would not apply for all staff in School.

In addition, there are also instances in which a job will qualify for a genuine occupational qualification on the grounds of gender.

6. Measuring the impact of the policy

This policy will be evaluated for its impact on pupils, staff, parents and carers from the different groups that make up our school.

In line with legislative requirements, we will review our published equalities information annually and evaluate the impact of action taken against our published objectives. The objectives will be published at least once every four years.

Action Plan

Our Action plan aims to have due regard to the need to:

- Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act.
- Advanced 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.

These are often referred to as the three aims of the general equality duty.

Priority Area 1 : Sex & Gender			
Current Position:			
Timescale	Objectives (Desired Outcomes)	Action required	How will this be measured?
1 Year	Prejudice related bullying & incidents have clear procedures	Sex & Gender discussed with staff & included in policy and practice.	Incidents recorded 2014-15
Review:			

Priority Area 2: Disability			
Current Position:			
Timescale	Objectives (Desired outcomes)	Action Required	How will this be measured?
1 Year	Disability is discussed and positive images shared with	To take part in disability history month. More toys with disability	Attitudes towards disability discussed with school council 2015.

	children.	figures in them	
Review :			

Priority Area: Race			
Current Position:			
Timescale	Objectives (Desired Outcomes)	Action required	How will this be measured?
1 Year	To ensure that children of all races can access the curriculum	More visits & visitors from other cultures.	Evaluation of curriculum by staff and pupils (July 2015)
Review:			

Priority Area 4: Religion or Belief			
Current Position:			
Timescale	Objectives (Desired Outcomes)	Action required	How will this be measured?
1 Year	To make sure our pupils meet people with a variety of beliefs.	More visits to other places of worship.	Children to visit other places of worship as part of the curriculum (By Dec 2015)
Review			