**Glade Primary School**
**Equalities Policy**

**Includes:** **Disability Equality**
**Race Equality**
**Gender Equality**
**Religion, Belief, Sexual orientation,**
**Age Equality**
**Community Cohesion**

Growing, **L**earning & **A**chieving with **D**edication & **E**nthusiasm

# Glade Primary School

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## 1. Introduction

### 1.1 Background

The Equality Act 2010, which came into force on 1 October 2010, replaces the existing anti-discrimination laws with a single Act, this policy therefore brings together our previous policies on Equal Opportunities, Race, Disability and Gender and now protects children, staff and parent/carers from discrimination, harassment and victimisation based on all Protected Characteristics (Race, Disability, Sex, Religion or belief, Sexual orientation and Gender reassignment).

NB: Age is now also a protected characteristic but does not apply to children in school. It does however still apply to staff and parent/carers.

### 1.2 Our Commitment

At Glade Primary School we are fully committed to equality. We understand that pursuing excellence for our pupils goes hand in hand with pursuing justice and equality. It is our duty to promote equality of opportunity and good relations between people alongside positive attitudes. As we are a Gold level Rights Respecting school, we ensure that the rights of all children and staff are appreciated, respected and upheld. Our RSHE curriculum supports children to understand the importance of treating everyone equally , irrespective of gender, identity, race, sexual orientation, religion or belief, age or socio-economic status.

## 2. Legal Definitions

### 2.1 Unlawful Discrimination

Unlawful discrimination is defined in the Act as:

- **Direct discrimination** – treating a person less favourably on prohibited grounds (gender, identity, race, disability, sexual orientation, religion or belief, age, socio- economic status) than another would be treated in comparable circumstances, where the treatment cannot be objectively justified (e.g. by a genuine occupational requirement) Example: Failing to offer a person a job because they are gay.

- **Indirect discrimination** – when a rule, condition or requirement, which applies equally to everyone, has a disproportionately adverse effect on people from a particular group (i.e. due to race, religion or belief, sexual orientation, age, gender, marital status, gender identity), and there is no objective justification for the rule. (Example: by requiring job applicants to have a set number of years experience may indirectly discriminate against women who have taken a career break)

- **Discrimination arising from disability** – This occurs when a disabled person is treated unfavorably because of something connected with their disability and this unfavorable treatment cannot be justified. Treatment can be justified if it can be shown that it is intended to meet a legitimate objective in a fair, balanced and reasonable way. If this can be shown then the treatment will be lawful. (Example: A person, who has an assistance dog, is not allowed to enter his local mobile library because staff say there is not enough room for his dog.) This may be discrimination arising from disability unless it can be justified. (e.g. the dog poses a genuine health and safety risk as opposed to merely being inconvenient for staff). This form of

discrimination can occur only if the service provider knows or can reasonably be expected to know that the disabled person is disabled.

- **Failure to make reasonable adjustments** (for disabled people)

- **Discrimination by association or perception** – the 2010 Act extends the scope of the legislation to protect people who 'associate' with others with the protected characteristics, for instance people who are related to or who care for someone who is disabled. Protection includes perception (e.g. discrimination based on the belief that someone is gay, disabled or has a particular belief)

**2.2 Harassment**

Harassment is defined in the Act as:

> Any unwanted conduct that violates people's dignity or creates an intimidating, hostile, degrading, humiliating or offensive environment. This definition is limited to anti-discrimination legislation and therefore only applies to harassment on grounds of sex, race, disability, sexual orientation, religion, belief or age.

**2.3 Victimisation**

Victimisation is defined in the Act as:

> Treating people less favourably because they have made a complaint or intend to make a complaint about discrimination or harassment, or have given evidence or intend to give evidence relating to a complaint about discrimination or harassment.

**2.4 Burden of Proof**

The Act states that once an individual can show that there is an issue of potential discrimination, the burden of proof shifts to the employer to defend the case and show that the reason for difference in treatment is justifiable and not discriminatory.

**2.5 Vicarious Liability**

The Act states that employers are responsible for the discriminatory actions of their employees where such action have been carried out during the course of their duties. The only defense for employers is to show that they have done everything reasonably practicable to prevent an employee committing an unlawful act. In practice, Courts and tribunals have regarded the following as 'reasonable steps'.

- Publishing a comprehensive equality policy
- Clearly communicating the policy to all staff
- Providing awareness training on the potential for, and implications of discrimination
- Training staff in good practice relevant to their jobs (e.g. recruitment, record keeping)

The act states that where an employer can show that appropriate steps have been taken to avoid discrimination, it is likely that the discriminator will be personally liable in the law.

**2.6 Single Equality Duty**

The 2010 Act introduces a new 'single' equality duty which brings together the three existing duties (race, disability and gender) and extends the duty to gender reassignment, age, sexual orientation and religion or belief.
This new duty requires all public bodies to have 'due regard' to the need to:

- Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited
- Advance equality of opportunity between persons who share a relevant 'protected characteristic' and persons who do not share it
- Foster good relations between persons who share a relevant 'protected characteristic' and persons who do not share it.

**2.7 Single Equality Action Plan**

This document should bring together all planned actions for meeting and implementing statutory duties. It should be reviewed every three years.

**3. Disability: Statement of Intent**

This section should be read in conjunction with the school Special Educational Needs Policy

**3.1 Definition of disability**

• The 2010 Act abandons the previous list of capacities and defines a disabled person as someone who has 'a physical or mental impairment which has a substantial or long-term adverse effect on his or her ability to carry out normal day-to-day activities'.

• The Act allows disabled pupils to be treated more favourably than nondisabled pupils and in some cases requires this to be done, by making reasonable adjustments to put pupils on a level footing with those without a disability

**3.2** Children with disabilities have full access to all the facilities and resources available in school. They will be given the additional resources needed to fulfil their full potential and will be given the opportunity to learn alongside other pupils of their age.

**3.3** We are committed to early intervention and supporting pupils through target setting and tracking.

**3.4** We keep detailed records of academic and other progress made by pupils with disabilities and work hard to involve them in decisions made about their care and education. The school's provision map monitors achievement and the needs of these pupils across all six strands.

**3.5** Resources that represent disabled people participating and achieving are incorporated across the curriculum. The staff will identify opportunities across the curriculum to challenge stereotypes about disability.

**3.6** Pupils are discouraged from using derogatory language and commended when they challenge such language. Name calling and bullying is dealt with under the school's anti-bullying strategy.

## 4. Race Equality Statement of Intent

**4.1** We are fully committed to race equality.

**4.2** Glade Primary School recognises that racial discrimination exists in society and aims to counteract this by publicly supporting ethnic, cultural, religious, linguistic and social diversity. Good personal, community and race relations are actively promoted alongside community cohesion.

**4.3** Clear procedures are in place to ensure that racist incidents, discrimination and harassment are dealt with promptly, firmly and consistently. Racist incidents are reported to the Governing Body termly meeting.

**4.4** The school is committed to addressing racial discrimination in all its forms. This is reflected in our policy for appointing staff and governors and supporting pupils and parents.

**4.5** Recruitment and selection procedures are consistent with the statutory race relations code of practice in employment. We follow the policies of the London Borough of Redbridge in reference to employment, pay and personnel practice.

**4.6** The school environment, including displays, reflects the cultural diversity of the pupils.

**4.7** Curriculum planning takes into account the diverse ethnicity, background and language needs of all its pupils. This is monitored by the school on a regular basis.

**4.8** Teaching methods encourage positive attitudes towards ethnic difference, cultural diversity and racial equality. The school actively ensures that all resources are inclusive.

**4.9** All staff have equal access to training and this is reviewed by the Headteacher on an annual basis. Professional development meetings, appraisal and performance management takes place for all staff and is viewed as a positive activity.

**4.10** The school recognises the importance of language to a child's sense of identity and esteem and celebrates the home languages of all pupils. We do this through a number of strategies including a focus on language of the month, the books and resources we use.

**4.11** We are also aware of the languages spoken by pupils' parents and the school community and, when needed, use translators. Bilingual staff, parents and pupils actively use their skills to engage other parents and pupils.

**4.12** The school recognises that all parents are a valuable resource and we value their contribution to school life.

**4.13** All pupils and staff have the opportunity to participate in festivals celebrating different faiths and provision is made for pupils to take time off for religious observance. There is a separate policy governing staff absence for religious observance.

**4.14** The school values the achievements and progress of all pupils including those from minority ethnic groups. Procedures are in place for monitoring all children's progress through tracking.

**4.15** The admission process is fair and equitable to pupils from all ethnic groups. Pupils are admitted to the school through the admissions process of the London Borough of Redbridge.

**4.16** All pupil attendance is monitored and steps are taken to deal sensitively with any issues causing concern.

**5. Gender Equality: Statement of Intent**

**5.1** The school recognises that gender discrimination exists in society and aims to counteract this by publicly supporting equality of opportunity between men and women, including boys and girls. Good personal and community relations are actively promoted alongside community cohesion.

**5.2** The school is committed to addressing unlawful discrimination and harassment. Again this is reflected in our policy for appointing staff and governors and supporting pupils and parents and also within the recruitment and selection procedures used. All staff are eligible to apply for part-time work, maternity and paternity leave. In this regard the school follows the personnel and employment procedures of the LB Redbridge.

**5.3** Curriculum planning and the resources used actively promote positive gender roles and seek to expound stereotypes.

**5.4** Pupils are discouraged from using sexist language and commended when they challenge such language.

**5.5** At a practical level we will not separate pupils out on the basis of gender. This means:

- Registers are alphabetical not boys/girls
- Collaborative working will take place in mixed gender groups
- Boys and girls will wear the same uniform and PE kit with girls able to wear trousers if wished
- Boys and girls will have the same access to sporting and other activities
- Boys and girls are not lined up separately
- We expect boys and girls to achieve equally well and we monitor any gaps between genders
- We expect boys and girls to behave equally well
- Boys and girls will be expected to complete the same extra-curricular activities such as cooking and to carry out jobs such as carrying light furniture, tidying or washing up
- Boys and girls will work together in a constructive manner

**5.6** The school will demonstrate sensitivity with regards to the privacy of pupils who are required to dress and undress in school for sports activities.

**5.7** We will establish with parents whether a pupil can be assisted by a male or female staff in a medical emergency.

**5.8** We will use our weekly newsletter, and meetings with parents to inform our community of the ways the school has contributed to gender equality.

**6. Religion/Belief, Sexual Orientation, Age Equality: Statement of Intent**

**6.1** Regardless of age, sexual orientation, religion/belief and non-belief pupils will:

- Work and play together in a constructive manner
- Receive the support they need to achieve their potential
- Will be protected from name-calling and bullying

- Have access to resources and facilities
- Receive the support they need to achieve their potential
- Be involved in decisions made about their education and care as far as practicable
- Have the opportunity to learn about how to challenge discrimination

**6.2** The heritage of all our pupils is recognised and appreciated as an aspect of their identity. The school will emphasise belonging to Glade Primary School and the community as part of that identity.

**6.3** Pupils will be discouraged from using ageist or homophobic language and language that is intolerant of another's belief or religion.

**6.5** We expect parents to adhere to the school ethos. This is carefully explained to parents at enrolment and through our weekly newsletter. If issues arise the leadership team of the school will proactively deal with them.

**6.6** We will use resources that reflect religious diversity and those that portray people of all ages, religions and beliefs in a positive manner.

**6.7** Pupils will have the opportunity to participate in religious education as part of the agreed RE syllabus as agreed by the local SACRE.

**6.8** All pupils will be given the opportunity to observe religious and cultural traditions, especially at a time of important festivals such as Christmas, Eid, Diwali, Guru Nanak's birthday, Chinese New Year,

**6.9** Pupils will be allowed two days religious observance as part of the agreed LBR attendance policy.

**6.10** All pupils will be allowed to adapt the school uniform and to worship in ways that do not conflict with the religious conventions of their home and this is balanced with consideration for health and safety.

**6.11** The dietary needs of pupils will be met and the school offers halal meals, vegetarian meals as well as no beef or pork.

**6.12** People of all backgrounds are asked to participate in school life and we record and deal with matters of bullying and discrimination in a consistent and effective manner in line with LBR procedures.

**7. Community Cohesion: Statement of Intent**

**7.1** At Glade Primary we benefit from a diverse and culturally rich community. Our immediate community consists of the pupils, the staff, the parents and families. However, we also have a many other partners within the educational process. It is helpful to see these partners at various levels.

- The school community: pupils, staff, parents and families
- The geographical community: those within the vicinity of our school.
- The extended community: Local Authority, link schools, and partners within the extended schools programme.
- The community of Britain: being a citizen of the United Kingdom.
- Global community: being a citizen of one world.

- Communities of interest: faith groups, language or ethnic groups, environment groups, clubs and communities of friends.

**7.2 We intend to contribute to community cohesion by:**

- Promoting understanding and engagement between communities through partnerships e.g. school links from local to internationally
- Encouraging all our pupils and their families to feel part of the wider community through an active PTA and school based events
- Understand and respond to the needs and aspirations of the school community by actively listening to the community e.g. at governing body meetings, regular coffee mornings, parent workshops, events and activities
- Tackling discrimination
- Increase life chances for all by achieving high standards.
- Ensuring the school curriculum and teaching explores and addresses issues of diversity

**8. Roles and Responsibilities**

In our school, all members of the school community have a responsibility towards supporting the equality agenda. Responsibilities are laid out as follows:

**8.1 The Governing Body** is responsible for ensuring that:

- The school complies with all equalities legislation relevant to the school community
- The school's Equality policy is maintained and updated regularly
- That procedures and strategies related to the policy are implemented
- The named Equality Governor will have an overview, on behalf of the governing body, on all racist incidents or incidents which are a breach of this policy and ensure that appropriate action is taken in relation to all said incidents

**8.2 The Headteacher** is responsible for:

- Along with the Governing Body, providing leadership and vision in respect of equality
- Overseeing the implementation of the Equality Policy with the named Equalities Link Governor
- Co-ordinating the activities related to equality and evaluating impact alongside the EMA Lead, R.E. Lead and SENCos
- Ensuring that all who enter the school are aware of, and comply with, the Equality Policy
- Ensuring that staff are aware of their responsibilities and are given relevant training and support
- Taking appropriate action in response to racist incidents, discrimination against persons with a disability and sexual harassment and discrimination.

**8.3 All staff** are responsible for:

- Dealing with incidents of discrimination and knowing how to identify and challenge bias and stereotyping
- Not discriminating on grounds of race, disability, or other areas

- Keeping up to date with equalities legislation by attending training events organised by the school or Local Authority or recognised training provider
- Challenging and reporting inequality

**8.4 Pupils** are responsible for:

- Refraining from discriminatory behaviour or language that contravenes this policy
- Challenging and reporting inequality

**8.5 Visitors** (parent helpers, volunteers, contractors) are responsible for:

- Complying with the Equality policy
- Refraining from engaging in discriminatory behaviour or language on the school premises (for example, racist language)
- Challenging and reporting inequality

**8.6 We ensure** that the commitments embodied in the Equality policy, SMART values, vision statement and school motto permeate the full range of our policies and practices:

- Pupils' progress attainment and assessment
- Behaviour, discipline, anti-bullying and exclusions
- Pupils' personal development and pastoral care
- Teaching and learning
- Induction
- Admissions and attendance
- The curriculum
- All subjects
- Staff recruitment and retention
- Governor/staff training and professional development
- Partnerships with parents/carers and communities
- Visits and visitors.

As an accredited Rights Respecting School, we are a community where children's rights are learned, taught, practised, respected, protected and promoted. Through the Equalities policy, pupils will develop a deeper understanding of the UN Convention on the rights of the Child.