



# **Stapleford Abbots Primary Academy**

## **Equality and Diversity POLICY**

<b>Policy reviewed and adopted</b>	<b>February 2024</b>
<b>Date of review</b>	<b>February 2025</b>

## **EQUALITY AND DIVERSITY POLICY**

### **Rationale**

Stapleford Abbotts Primary Academy values diversity and social inclusion and is committed to achieving equal opportunities. It stands against discrimination on the grounds of gender, race, appearance, ethnic or national origin, disability, marital status, family commitments, sexual orientation, gender reassignment, age, religious beliefs or social class. Every member of staff has a professional responsibility to support the aims of the policy and to challenge other adults and children who fail to meet its expectations in terms of their assumptions, attitudes or behaviour.

### **Aims**

To ensure that the school's ethos, policies and practices promote respect and protect the rights of all individuals and promote equality.

To ensure that the school meets its statutory duties under the Equality Act 2010, following guidance provided under this act and any subsequent legislation.

These duties are to have due regard to the need to:

1. Eliminate discrimination and other conduct that is prohibited by the Act (see appendix 1 for definitions of discrimination).
2. Advance equality of opportunity between people who share a protected characteristic and people who do not share it (see appendix 1 for protected characteristics).
3. Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it.

### **Objectives**

- To provide a safe and supportive environment for all staff, children and visitors
- To eradicate prejudice and raise self esteem
- To instill an understanding of equal opportunities and a sense of citizenship, challenging all to achieve their potential
- To implement a curriculum reflecting equality within its content and methodology, taking the diversity of the children into consideration.

### **Implementation**

To achieve these objectives, 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 and impact assessments with the whole community;

- use all available information to set suitable learning challenges for all, respond to children's 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. • have regard to detailed guidance on equality from TKAT.

### **Exceptions**

- In relation to employment, when considering the protected characteristic of age; this does not apply to children. Therefore, children will be treated in a way appropriate to their age and stage of development.
- Children who deliberately lie when reporting discrimination can be sanctioned for dishonesty without it being considered victimisation.
- Additional support and reasonable adjustments will be provided for disabled children where possible, therefore treating them more favourably than non-disabled children to put them on a more level footing.

### **Monitoring and Quality Assurance**

- Each child's progress is monitored and tracked. The resulting data is analysed in respect of ethnicity, ability or additional needs, looked-after status, disadvantaged and pupil premium.
- In addition to monitoring to rule out any potential disadvantage, quality assurance procedures ensure the school meets its duty to positively promote diversity (for example: lesson observations record 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.
- Any incidents relating to protected characteristics, and those involving any type of bullying / harassment, are monitored by senior leaders to identify trends and any issues which need to be resolved. See appendix 2 for procedures for dealing with incidents relating to protected characteristics.
- Equality Objectives will be set and reviewed regularly.
- An Access Plan will be set and reviewed regularly.

### **The School as an Employer**

**The school also has responsibilities to comply with the Equality Act 2010 in its role as an employer, in relation to which separate HR policies apply. This policy applies to children, parents, visitors and other persons coming into contact with the school only.**

## **Appendix 1**

### **PROTECTED CHARACTERISTICS**

The Equality Act 2010 makes it unlawful for the “responsible body” of a school to discriminate against (either directly or indirectly) an individual or group of individuals by treating them less favourably because they (or somebody they associate with) have one or more of the following characteristics:

- Sex;
- Race;
- Religion or belief;
- Sexual orientation;
- Gender reassignment;
- Age
- Marriage and civil partnership
- Pregnancy and maternity
- Disability.

The Equality Act 2010 also makes it unlawful for the “responsible body” of a school to discriminate against (either directly or indirectly) an individual or group of individuals **who are not the school’s children** by treating them less favourably because they (or somebody they associate with) have one or more of the above characteristics. The Equality Act 2010 does not cover discriminatory acts by one student against another student, such as racist bullying (such behaviour by a student will, in any event, be a breach of the school’s Behaviour Management Policy and be sanctioned accordingly). However, if the school is aware of a discriminatory act by one student against another and does nothing to prevent it, or treats the act less seriously than it would for other acts, this may in itself be a discriminatory act by the school.

### **DEFINITIONS OF DISCRIMINATION**

**The Equality Act 2010 defines two types of discrimination; direct and indirect:**

#### **Direct Discrimination**

Direct discrimination occurs where an individual or group of individuals are treated less favourably than others because they or somebody they associate with have (or it is mistakenly thought that they have) a protected characteristic.

#### **Indirect Discrimination**

Indirect discrimination occurs when a policy, criteria or practice is applied generally to all, which has the indirect effect of discriminating against an individual or group of individuals by putting them at a disadvantage, unless there is a legitimate reason for the policy, criteria or practice and there is no other way to achieve it.

**Furthermore the Equality Act 2010 defines three further areas:**

### **Discrimination Arising from Disability**

There are special provisions in the Equality Act 2010 relating to disability discrimination and, in particular, a third type of discrimination called discrimination arising from a disability, as well as failing to make reasonable adjustments for an individual with a disability.

### **Harassment**

The Equality Act 2010 makes it unlawful to harass an individual or group of individuals in relation to certain protected characteristics. Harassment is defined as an unwanted act, related to a relevant Appendix 1 protected characteristic, which has the purpose or effect of violating that person's dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for that person. Harassment only applies in relation to the following protected characteristics:

- Sex;
- Race;
- Religion or belief (in relation to those who are not children);
- Sexual orientation (in relation to those who are not children);
- Pregnancy or maternity;
- Disability
- Age (in relation to those who are not children).

Harassment does not apply to the otherwise protected characteristics of religion or belief, sexual orientation or gender reassignment in relation to children, however any discriminatory acts because of these characteristics are likely to be direct discrimination in any event.

### **Victimisation**

The Equality Act 2010 makes it unlawful to victimise an individual or a group of individuals in certain circumstances. Victimisation is defined as occurring when an individual or group of individuals are treated less favourably as a result of anything they have done in reliance upon the Equality Act 2010, for example by previously making an allegation of discrimination or harassment, even if it was not upheld.

Victimisation will also occur when an individual is treated less favourably as a result of anything their parent, sibling or other person has done in reliance upon the Equality Act 2010, for example where their older sibling has previously made an allegation of discrimination, even if it was not upheld or something they have done in connection with the Act. For children, this includes any protected characteristic of, or act by, a parent or sibling.

## **PROCEDURES FOR DEALING WITH INCIDENTS RELATING TO PROTECTED CHARACTERISTICS (CHILDREN)**

### **Appendix 2**

Any incident should be recorded which is, or is perceived to be by the victim, in relation to any protected characteristic. Protected characteristics in relation to children are:

- Race
- Disability
- Religion/belief
- Sexual orientation
- Gender reassignment
- Pregnancy/maternity

### **Supporting the Victim**

The following procedure is followed if a student is the victim of an incident relating to a protected characteristic:

- Investigate the incident in accordance with school/TKAT procedures, and take appropriate action to offer support to the victim report the incident to the senior leadership team so that action is taken to inform the student's parent(s) / carer(s) and / or meet with them to discuss the matter and explain the action taken.

### **Dealing with the perpetrator**

The following procedure is followed if a student is, or is perceived to be, behaving in a discriminatory way:

- A member of staff should intervene and take immediate action e.g. separating the victim from the perpetrator any discriminatory behaviour should be challenged immediately and openly. The perpetrator must be told that the behaviour is unacceptable and will not be tolerated; The incident should be reported to a member of Senior Leadership Team who will decide what further action needs to be taken, including informing the parents

### **Monitoring**

Any discriminatory incident should be recorded on SIMS/CPoms, trends or issues to be followed up. It is necessary to monitor discriminatory incidents in order to:

- obtain a full picture of the level and nature of incidents relating to protected characteristics
- measure the effectiveness of equal opportunities and specifically equality and diversity policies and procedures
- work with other agencies to combat discriminatory incidents in the community.

### **Dealing with the impact of discrimination on the school and the community**

Discriminatory graffiti or slogans will be reported and removed as a matter of priority and efforts made to identify the perpetrators. Discriminatory literature, badges and insignia will be confiscated. The confiscated property may be handed to the police in criminal proceedings or returned to the student's parents at an early opportunity. For incidents of a serious nature involving violence or criminal behaviour the police will be informed, irrespective of the status of the perpetrator i.e. student, staff member or members of the public.

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### **APPENDIX 3 EQUALITY OBJECTIVES 2022 – 2026**

Secure better than expected rates of progress in Reading, Writing and Maths for all groups of children with a protected characteristic.

In-school tracking and assessment systems report regularly throughout each year and relevant patterns and actions arising are reported through line management up to LGB. Ensure the whole school approach to teaching promotes equality of access and engagement.

Termly review of teaching and assessment. Relevant patterns and actions arising are reported through line management up to LGB.

To move beyond deterministic notions of fixed ability and to model teaching and learning that fosters student confidence.

Termly review of teaching and assessment. Relevant patterns and actions arising are reported through line management up to LGB.

Further develop the curriculum, including extra-curricular and “one-off” events to promote equality, diversity and cultural awareness.

School calendar of events. Internal tracking and registers of participation. Ensure that the school development plan reflects the equality objectives as a monitoring and evaluation tool. LGB involvement in devising development plan and monitoring quality and progress