



Alexander Hosea Primary School

'Roots to grow, wings to fly'

Equalities Policy – March 2023

Equalities Impact Assessment (EIA)

This policy has been screened to ensure that we give 'due consideration' to equality of opportunity and has been agreed and formally approved by the appropriate reviewing and ratification Committee.

Author/Reviewer	Deb Williams	Date reviewed	March 2023
Position	Headteacher	Date ratified	March 2023
Document status		Next review date	Spring 2027
EIA approved by	FGB	Reviewing committee	FGB

EIA = due consideration of potential adverse impacts on the following groups: age; disability; gender and gender reassignment; marriage and civil partnership; pregnancy and maternity; racial groups; religion or belief; sexual orientation.

"The overriding principle of equality legislation is generally one of equal treatment."

Introduction

On 1 October 2010, the Equality Act 2010 replaced all existing equality legislation such as the Race Relations Act, Disability Discrimination Act and Sex Discrimination Act. This combined equality duty came into effect in April 2011. It 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, or
- by excluding a pupil or subjecting them to any other detriment.

Rationale

Equality of opportunity and valuing diversity is about providing equality and excellence for all, in order to promote the highest possible standards of achievement. Equality of opportunity applies to all members of the school community: pupils, staff, governors, parents and community members.

Equal opportunities

To promote equality of opportunity, the school will:-

(a) remove or minimise disadvantages suffered by people which are connected to a particular characteristic they have

(b) take steps to meet the particular needs of people who have a particular characteristic

(c) encourage people who have a particular characteristic to participate fully in any activities

To show that due regard is being paid to the importance of promoting equality of opportunity, we will include information about the steps taken in response to any analysis of the available data as part of readily available documents such as headteacher reports to the governing body.

Definitions

Protected Characteristics

It is unlawful for a school to discriminate against a pupil, a prospective pupil or a pupil who has left the school, by treating them less favourably because of their protected characteristics:-

- sex,
- race,
- disability,
- religion or belief
- sexual orientation
- gender reassignment

It is also unlawful to discriminate because of the sex, race, disability, religion or belief, sexual orientation or gender reassignment of another person with whom the pupil is associated.

In carrying out its functions, Alexander Hosea Primary School will therefore **have due regard to the need to:**

- Eliminate discrimination and other conduct that is prohibited by the Equality Act,
- Promote equality of opportunity between people who share a protected characteristic and people who do not share it,
- Foster good relations across all characteristics - between people who share a protected characteristic and people who do not share it.

Guidelines

We will give relevant and proportionate consideration to the duty:-

- when making a decision or taking an action and will assess whether it may have implications for people with particular protected characteristics
- by considering equality implications before and at the time that we develop policy and take decisions, not as an afterthought, and keep them under review on a continuing basis

The Public Sector Equality Duty will be integrated into the carrying out of the school's functions, and the analysis necessary to comply with the duty will be carried out seriously, rigorously and with an open mind

We will not delegate responsibility for carrying out the duty to anyone else

We will keep a written record of any equality consideration, to show that we have actively considered our equality duties and asked relevant questions, and to demonstrate that the 'due regard' duty is being fulfilled.

Fostering good relations across all characteristics - between people who share a protected characteristic and people who do not share it

We will demonstrate that we are fostering good relations between people and groups of all kinds through our school's vision, values and aims and our curriculum themes which promote an understanding of a range of religions or cultures.

Aims: The specific aims of this policy are:-

- To promote equality of opportunity
- To promote positive attitudes
- To eliminate discrimination
- To eliminate harassment
- To challenge prejudice
- To encourage participation
- To meet the needs of all pupils
- To monitor pupil achievement for all groups of children

Disability**Definition of disability**

The Act defines disability as when a person has a 'physical or mental impairment which has a substantial and long term adverse effect on that person's ability to carry out normal day to day activities.' Some specified medical conditions e.g. multiple sclerosis and cancer are considered as disabilities, regardless of their effect.

Long term is defined as lasting, or likely to last, for at least 12 months.

Reasonable adjustments and when they have to be made

The school may treat disabled pupils more favourably than non-disabled pupils, and in some cases is required to do so, by making reasonable adjustments to put them on a more level footing with pupils without disabilities. The duty to make reasonable adjustments applies only to disabled people.

From September 2012 schools and local authorities have a duty to supply auxiliary aids and services as reasonable adjustments, where these are not being supplied through Special Educational Needs (SEN) statements, Education Health Care Plans or from other sources.

We will therefore make these adjustments:-

- where something we do places a disabled pupil at a disadvantage compared to other pupils then we will take reasonable steps to try and avoid that disadvantage.
- we (or the Local Authority) will provide an auxiliary aid or service for a disabled pupil when it would be reasonable to do so and if such an aid would alleviate any substantial disadvantage that the pupil faces in comparison to non-disabled pupils.

We are not subject to the other reasonable adjustment duty to make alterations to physical features because this is already considered as part of our Accessibility Plan.

We will try to ensure that disabled pupils can play as full a part as possible in school life and the reasonable adjustments duty will help support that. However, there will be times when adjustments cannot be made because to do so would have a detrimental effect on other pupils and would therefore not be reasonable.

Race**Definition**

The definition of race includes colour, nationality and ethnic or national origins. We will make sure that pupils of all races are not singled out for different and less favourable treatment from that given to other pupils.

Curriculum

The content of the school curriculum is excluded from the act, so we will ensure that a wide range of issues, ideas and materials will be included in our teaching and learning, which contribute to the children's spiritual, moral, social and cultural development. We will ensure that the way in which issues are taught does not subject individual pupils to discrimination.

In our Jigsaw PHSE curriculum, we focus on Celebrating Difference as a particular focus in the autumn term. For Year 6 this includes unpicking the 2010 Equalities Act.

Acts of worship

Collective worship will be of a broadly Christian nature, although other religious festivals may also be celebrated.

Bullying

All forms of prejudice-motivated bullying are taken seriously and dealt with equally and firmly in accordance with our Anti-bullying policy.

Conclusion

The specific duties regulations require schools:

(a) to publish information to demonstrate how they are complying with the Public Sector Equality Duty, and

(b) to prepare and publish equality objectives.

These objectives will be updated and published on the equalities page of our website where all this information is present or links to it are available. Evidence of the steps being taken and progress made towards meeting our equality objectives will also be published.

Equality objectives

- To promote inclusion and equality of opportunity for all
- To meet the needs of all pupils
- To promote positive attitudes and aspiration through our ASPIRE values and develop a growth mindset, modelling teaching and learning behaviours that avoid labelling.
- To promote spiritual, moral, social and cultural development and understanding through providing a rich range of experiences both in and beyond the school.
- To reduce prejudice and increase understanding of equality and diversity through direct teaching across the curriculum.
- To increase participation in enrichment activities by all groups within the school community
- To diminish the difference in performance of vulnerable groups.
- To eradicate prejudice related bullying and harassment in relation to the protected characteristics referred to in our Equalities Policy and listed in the Equality Act 2010.
- To challenge prejudice and promote understanding in relation to people with disabilities.
- To eliminate discrimination

This policy should be read in conjunction with:-

- Equality Act 2010 – Advice for School Leaders, School Staff, Governing Bodies and Local Authorities – September 2012
- The School's Vision, Values and Aims and British Values
- Behaviour and Anti-bullying policies
- SEND Policies