



SW9 PARTNERSHIP EQUALITY POLICY

Opening Statement

Christ Church SW9 and St. Andrew's CE Primary School are Church of England Schools that are institutionally rooted in the Christian Faith. Through our corporate life we attempt to glorify God in the development of the full human potential in each person, whether governor, parent, pupil or member of staff. Our ethos of love and care and our commitment to justice are the foundation of our aims in educating the whole school community to make its proper contribution to society.

Legal Requirements

This policy reflects the Equality Act 2010 which harmonises and replaces previous legislation including the Race Relations Act 1976, Disability Discrimination Act 1995, Gender Recognition Act 2004 and Sex Discrimination Act 1975. This policy therefore supersedes all previous school policies on Disability, Ethnicity (ie Race) and Gender.

The Equality Act combines the existing three duties into one new Equality Duty that covers all seven of the equality strands: age, disability, gender, gender identity, race, religion or belief and sexual orientation. At Christ Church SW9 school we will ensure that at every level, in all our work and throughout all aspects of the school community and its life, everyone will be treated equally. This Equality Policy summarises the school's approach in ensuring equality for all.

The Equality Act 2010 prohibits direct and indirect discrimination, harassment and victimisation of people on the grounds of protected characteristics – disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation and age.

The Equality Act 2010 also requires public bodies such as schools to have due regard to the need to:

- Eliminate unlawful discrimination
- Advance equality of opportunity
- Foster good relations between people from different equality groups. This is called the public sector Equality Duty and its purpose is to promote equality for all.

Positive Action

Positive Action provisions allow schools to target measures that are designed to alleviate disadvantages experienced by, or to meet the particular needs of, pupils with particular protected characteristics. Such measures will need to be a proportionate way of achieving the relevant aim.

Protected Characteristics

It is unlawful for the school to discriminate against a pupil or prospective pupil by treating them less favourably because of their:

- Age
- Disability
- Gender
- Gender Identity
- Marriage and Civil Partnership
- Pregnancy
- Race
- Religion
- Sexual Orientation

Association

Christ Church SW9 and St. Andrew's CE Primary School will not discriminate because of the sex, race, disability, religion or belief, sexual orientation or gender identity of another person with whom the pupil is associated.

Perception

Christ Church SW9 and St. Andrew's CE Primary School will not discriminate because of a characteristic which they think a person has, even if we are mistaken. The term 'protected characteristics' is used as a convenient way to refer to the personal characteristics to which the law applies.

Unlawful Behaviour

The Act defines four kinds of unlawful behaviour – direct discrimination, indirect discrimination, harassment and victimization.

- Direct discrimination occurs when one person treats another less favourably because of a protected characteristic, than they treat – or would treat other people. This describes the most clear-cut and obvious examples of discrimination.
- Indirect discrimination occurs when a 'provision, criterion or practice' is applied generally but has the effect of putting people with a particular characteristic at a disadvantage when compared to people without that characteristic. It is a defence against a claim of indirect discrimination if it can be shown to be 'a proportionate means of achieving a legitimate aim.' This means both that the reason for the rule or practice is legitimate, and that it could not reasonably be achieved in a different way that did not discriminate.
- Harassment has a specific legal definition in the Act – it is 'unwanted conduct, related to a relevant protected characteristic, which has the purpose or effect of violating a person's dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for that person.' This covers unpleasant and bullying behaviour, but potentially extends also to actions which, whether intentionally or unintentionally, cause offence to a person because of a protected characteristic.
- Victimization occurs when a person is treated less favourably than they otherwise would have been because of something they have done ("a protected act") in connection with the Act. A protected act might involve, for example, making an allegation of discrimination or bringing a case under the Act, or supporting another person's complaint by giving evidence or information, but it includes anything that is done under or in connection with the Act. Even if what a person did or said was incorrect or misconceived, for example based on a misunderstanding of the situation or of what the law provides, they are protected against retaliation unless they were acting in bad faith. The reason for this is to ensure that people are not afraid to raise genuine concerns about discrimination because of fear of retaliation. As well as it being unlawful to victimise a person who does a protected act, a child must not be victimised because of something done by their parent or a sibling in relation to the act.

Aim

We will ensure that every pupil irrespective of race, disability, gender, religion and belief or sexual orientation is able to achieve high standards and that strategies are in place to tackle under-achievement. We will ensure that every pupil has access to the necessary teaching and support required to enable them to achieve their highest potential. We will ensure that the school's procedures for disciplining pupils and managing behaviour are fair, effective and equitable.

Our intention is to ensure that the adults working or volunteering in the school are from diverse groups. We believe that this provides good role models for our pupils. We aim to involve pupils, staff, parents, carers, governors and communities in the development of our objectives. They will be involved from the very start and their involvement will inform the preparation, development, publication, review and reporting of our objectives. The aim is to ensure that we meet the needs of people: from all ethnic backgrounds and of all religions or beliefs; of all ages; of all genders and sexual orientations and of all abilities.

Roles and responsibilities, commitment and accountability

We will mainstream equality issues by:

- Paying due regard to equality issues within all our key policies, planning, decision making processes and performance management;
- Ensuring that our planning contributes towards our equality objectives;
- Ensuring that arrangements are in place to monitor and report on our progress against our objectives; and
- Ensuring that we engage effectively with our learners, staff, parents and local communities in planning, delivering and monitoring the objective
- The governing body is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and strategies are implemented.
- The Executive Headteacher is responsible for implementing the policy; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination.

Race Equality

We recognise that people experience discrimination on the basis of colour, race, nationality and ethnic origin. This discrimination manifests itself in all areas of life. Racial harassment and violence is one of the most serious consequences of racism, damaging people emotionally and physically and limiting life choices and opportunities.

Christ Church SW9 and St. Andrew's CE Primary School are opposed to all forms of racism which seek to disadvantage persons on the grounds of colour, nationality, ethnic or national origin. We will take all necessary measures to prevent and tackle racial harassment and assist our learners to live in freedom from harassment and to feel safe as they enjoy and achieve throughout their time at our school.

Under the duties of the Equality Act we will:

Tackle unlawful discrimination by:

- Not tolerating racist behaviour such as name calling, stereotyping of all ethnic groups, insulting remarks, offensive graffiti, undue pressure on individuals and bullying.
- Ensuring all staff deal with racist incidents that may occur; know how to identify and challenge racial and cultural bias and stereotyping; support pupils in their class for whom English is an additional language and incorporate principles of equality and diversity into all aspects of their work.
- Taking immediate and positive action against any racist offences whoever may be the perpetrator. Those responsible will be made aware of the school's opposition to racism and reasons will be given. Sanctions will be applied as judged appropriate according to the circumstances and having in mind a positive outcome.
- Dealing with complaints of discrimination and harassment speedily according to local authority guidance *Challenging and Dealing with Racist Incidents in Schools* and notify complainants of the outcomes and action taken.

Advance equality by:

- Continuing to re-praise and develop its organisation and curriculum in order to create an ethos that meets the needs of all its pupils and so provide the best possible environment in which they may achieve their full potential, spiritually, morally, socially, intellectually, emotionally and physically;
- Ensuring that every pupil has the opportunity to achieve the highest possible standards and the best possible qualifications for the next stages of their life and education.
- Helping every pupil to develop a sense of personal and cultural identity that is confident and open to change, and that is receptive and respectfully towards other identities.
- Allowing every pupil to develop the knowledge, understandings and skills that they need in order to participate in Britain's multi-ethnic society, and in the wider context of an interdependent world.
- Ensuring the school staff, learners and their families as well as the wider community fully understand the principles of race equality and good race relations.

Foster good relations and cohesion by:

- Promoting equality of opportunity between people with disabilities and other people.
- Promoting positive attitudes towards people with disabilities
- Increasing the inclusion of positive images of people with disabilities across the curriculum
- Encouraging participation of people with disabilities in school life.
- Ensuring that the talents of disabled pupils are represented accordingly through the Gifted and Talented Registers.
- Celebrating and highlighting key events such as the Paralympics, Deaf Awareness Week and Learning Disability Week.
- Ensuring that disabled pupils are represented and encouraged to participate in class assemblies, plays, events and on the school council.

Auxiliary Aids: The Act extends the reasonable adjustment duty to require schools to provide auxiliary aids and services to disabled pupils. Following consultation on implementation and approach, the duty came into force on 1 September 2012.

Gender

We are committed to combating sex discrimination and sexism and promoting the equality of women and men. We recognise that society has stereotypes for both women and men, and both women and men can lose opportunities because of these stereotypes. We are aware that staff with caring and domestic responsibilities may need to work part-time or flexible working hours.

We will work in partnership with other agencies to eliminate sexual harassment, domestic violence and other hate crimes.

Gender refers to the social construction of female and male identity, rather than biological differences between men and women. It includes the ways in which those differences, whether real or perceived, have been valued and used to classify women and men and to assign roles and expectations to them. Gender identity is not always fixed and the Gender Equality Duty urges us to have due regard to the needs of transgender people. We are committed to working for the equality of women and men.

The Governing Body understands its accountability under the Equality Act and we will give due regard to the need to:

Tackle unlawful discrimination by:

- Eliminate unlawful discrimination and harassment on the grounds of sex, including domestic violence, sexual violence, bullying and exploitation
- Challenging patronising or discriminating attitudes;
- Making the environment as safe as possible and challenging antisocial or bullying behaviour against, or harassment of girls, boys, women and men

Advance equality for girls, boys, women and men, in all our functions by:

- Monitoring learner outcomes and achievement by gender
- Monitoring staffing and pay by gender
- Having a Gender Equality Objective

Foster good relations and cohesion by:

- Promoting equality of opportunity between men and women
- Increasing the inclusion of positive, non-stereotypical images of women and men, girls and boys across the curriculum Encouraging the equal participation of boys and girls, women and men in all aspects of school life

Religion and Belief

We recognise that the Equality Act 2010 requires us to assess the impacts of our policies, functions and procedures have on promoting equality for people based on their religion, belief and non-belief. We will take all necessary measures to prevent and tackle discrimination and assist our learners to live in freedom from harassment and to feel safe as they enjoy and achieve throughout their time at our school.

The Equality Act defines “religion” as being any religion, and “belief” as any religious or philosophical belief. A lack of religion or a lack of belief, are also protected characteristics.

These definitions are fairly broad and the concepts of religion and belief therefore must be construed in accordance with Article 9 of the European Convention on Human Rights and with existing case law. This means that to benefit from protection under the Act, a religion or belief must have a clear structure and

belief system, and should have a certain level of cogency, seriousness and cohesion, and not be incompatible with human dignity.

We are committed to working for the equality for people based on their religion, belief and non-belief. The Governing Body understands its accountability under the Equality Act and we will give due regard to the need to:

Tackle unlawful discrimination by:

- Monitoring and eliminating unlawful discrimination and harassment on the grounds of religion or belief
- Making the environment as safe as possible and challenging antisocial or bullying behaviour on the grounds of religion, belief or non-belief
- Respecting the religious beliefs and practice of all staff, pupils and parents and comply with all reasonable requests relating to religious observance and practice.

Advance equality in all our functions by:

- Removing any barriers which prevent children and adults of all religions, beliefs or non-belief taking a full part in our school life
- Assessing the impacts of our policies and procedures on promoting equality based on religion, belief and non-belief

Foster good relations and cohesion by:

- Encouraging the equal participation of people of all religions, beliefs and non-belief in all aspects of school life

Sexual Orientation and Gender Identity

We are committed to combating discrimination faced by lesbians, gay men and bisexual and transgendered (LGBT) people. We want to ensure equality of opportunity for LGBT people across services and employment. Stonewall's 2014 research 'The Teacher's Report' found that Seven in ten primary school teachers hear children say phrases like 'that's so gay' or 'you're so gay' in school. A third of primary school teachers hear children making other homophobic remarks.

We recognise that the Equality Act 2010 requires us to assess the impacts of our policies, functions and procedures have on advancing equality for people based on their sexual orientation. We will take all necessary measures to prevent and tackle discrimination and assist our learners to live in freedom from harassment and to feel safe as they enjoy and achieve throughout their time at our school.

We respect the rights of individuals to be open about their sexual orientation. We tackle homophobia, challenge stereotyping and aim to improve knowledge about LGBT communities, both internally and within the community as a whole. The Governing Body understands its accountability under the Equality Act and we will give due regard to the need to:

Tackle unlawful discrimination by:

- Taking a pro-active approach to preventing all forms of homophobia within the school
- Challenging patronising or discriminating attitudes and homophobic language;
- Making the environment as safe as possible and challenging antisocial or bullying behaviour against, or harassment on the grounds of sexual orientation or gender identity
- Dealing with complaints of discrimination and harassment speedily and according to Local Authority Guidance and notify complainants of the outcome and actions taken.
- Being aware of the consequences of homophobic abuse and bullying and what staff can do to prevent it. We will use Stonewall's guide on Challenging homophobic language and guidance as a guide.

Advance equality for of LGBT people in all our functions by:

- Assessing the impacts of our policies, functions and procedures on promoting sexual orientation equality

Foster good relations and cohesion by:

- Promoting equality of opportunity between men and women
- Increasing the inclusion of positive, non -stereotypical images of LGBT people and the contributions they have made to different aspects of the curriculum

Age

We are committed to promoting equality of opportunity for younger and older people. We recognise that society has negative attitudes, stereotypes and myths about youth, ageing, younger and older people. These attitudes and beliefs can lead to both younger and older people being socially and economically disadvantaged, excluded and marginalised. We believe that younger and older people have the right to equality of opportunity and that they make a significant and valuable contribution to the community at large.

Age equality means securing the equal participation in society of people of every age, securing a balance between equal citizenship, equality of opportunity, equality of outcome and respect for difference

Tackle unlawful discrimination by:

- Challenging patronising or discriminating attitudes and language;
- Dealing with complaints of discrimination and harassment speedily and according to Local Authority Guidance and notify complainants of the outcome and actions taken.

Advance equality by:

- Assessing the impacts of our policies, functions and procedures on promoting age equality

Foster good relations and cohesion by:

- Increasing the inclusion of positive, non-stereotypical images of people of all ages and the contributions they have made to different aspects of the curriculum

Anti-Bullying

We deal with all cases of bullying according to our Anti Bullying Policy and consult with the families involved. Behaviour is analysed on an on-going basis and persistent offenders are identified and supported to improve. Repeated incidents between two or more pupils are addressed according to our Policy.

Our School states clearly that all forms of bullying and discrimination are unacceptable and will not be tolerated. We recognise that a strong and well observed anti bullying policy will have a positive impact on the lives of children from all equality groups. We have therefore set out the measures that our school will take to address bullying and discriminatory incidents in our Anti-Bullying Policy. We monitor and submit data regarding bullying and discriminatory incidents to the Local Authority as required.

Employment Practices

We ensure that we observe the principles of equal opportunities in how we employ, develop and treat our staff

At Christ Church SW9 and St. Andrew's CE Primary School at least two members of staff involved in all staff recruitment are 'Safer Recruitment' trained. All short listing is completed using set criteria sent out to all candidates to ensure equal opportunities for all applicants.

Performance Management runs on an annual cycle and performance related pay is addressed through this process. Job promotions are advertised according to procedure and HR are consulted for pay references.

Any incidents of disciplinary, grievance, harassment or discrimination are followed according to the procedures set out by the LA and followed by the school.

Due Regard

Under the legislation we are required to pay due regard to equalities when planning and implementing policies, functions or procedures. We need to understand whether our policies and services are meeting everyone's needs and that anyone who needs to can get access to them.

Information and Resources

We ensure that the content of this policy is known to all staff and governors, and also, as appropriate, to all pupils and parents. Visitors and contractors will be made aware of their responsibility to comply with the school's policy.

All staff and governors have access to a selection of resources, which discuss and explain concepts of race equality and cultural diversity in appropriate detail.

Breaches of the policy

Breaches of this policy will be dealt with in the same ways that breaches of other school policies are dealt with, as determined by the Executive Headteacher and governing body.

Monitoring and Evaluation

We collect, analyse and use quantitative and qualitative data relating to the implementation of this policy, and make adjustments as appropriate. We will keep them under review and maintain a system of monitoring their effectiveness. This critical openness should in fact arise from the place of the church school within the living Christian community which itself should be critically open in response to the message of the Gospel.

We ensure that the principles listed above apply to the full range of our policies and practices, including those that are concerned with:

- Pupils' progress, attainment and assessment
- Behaviour, discipline and exclusions
- Pupils' personal development and pastoral care
- Teaching and learning
- Admission and attendance
- The content of the curriculum
- Staff recruitment and professional development
- Partnerships with parents and communities

Complaints

If a member of the public feels that they have suffered harassment or been treated unfairly by the school because of their sex, colour, race, nationality, ethnic group, regional or national origin, age, marital status, disability, political or religious belief, sexual orientation or class, they should report this without fail through the School's complaints procedure.

Complaints by staff will be dealt with under our Staff Grievance Policy, as appropriate. We take all external and internal complaints seriously and will not tolerate any form of discriminatory behaviour. Complaints about staff will be investigated using the appropriate Local Authority procedures.

Monitoring complaints is also another way of gathering information to see whether we are meeting our equality duties. We will report on complaints annually and on action taken