



Newport CE Junior School

Equality Policy

Date Policy Written and Agreed by Governors:	Date of last review:	Date of next review:
2018	July 2026	July 2028

Equality Policy

'We aspire to ensure that our inclusive, welcoming and loving church school gives children and adults the opportunity to reach their full potential, so that through God's love they can make a difference to the world around them.'

This policy is drawn up in consideration of the Equality Act 2010 which protects individuals from discrimination and harassment based upon 'protected characteristics.' The protected characteristics in respect of the pupils are:

- Age
- Disability
- Sex
- Gender reassignment
- Race
- Religion or belief or non-belief
- Sexual orientation

We aim at Newport Junior School:

- to be a welcoming community where each member is valued and respected.
- to encourage all in our school to reach their full potential within a happy, secure and stimulating learning environment.
- We aim to equip our pupils and staff with an awareness of our diverse society and to appreciate the value of difference.

This will be achieved by the following principles:

- ✓ Discrimination on the basis of colour, religion, culture, origin, sex or ability is not acceptable
- ✓ One of the primary objectives of this school is to educate, develop and prepare all our pupils for life whatever their gender, race, religion, sexuality, culture or ability
- ✓ Pupils and teachers will further this objective by contributing towards a happy and caring environment and by showing respect for, and appreciation of one another as individuals
- ✓ Encourage a questioning and reflective approach to life.

Equality of opportunity at Newport CE Junior School means providing equality and excellence for all in order to promote the highest possible standards.

Equality of opportunity applies to all members of the school community: pupils, staff, governors, parents and carers and community members.

The core **values and ethos** of the Equality Policy are:

1. To prepare pupils for life in a diverse society and world.
2. To meet the diverse needs of the pupils.
3. To ensure that an inclusive ethos is established and maintained.
4. To make Newport Junior School a place where everyone, irrespective of their race, colour, ethnic or national origin or citizenship, feels welcomed and valued.
5. To respect and value linguistic, cultural and religious diversity in the community.
6. To develop each pupil's sense of personal and cultural identity and to encourage pupils to be confident, open to change, receptive and respectful towards other identities.
7. To acknowledge the existence of prejudice, and be proactive in tackling and eliminating discrimination.
8. To ensure that issues related to equality and prejudice are recognised across all areas of school activity.
9. To ensure that equality is an integral part of all planning and decision making within the school.

LEADERSHIP AND MANAGEMENT

All school policies reflect a commitment to equal opportunities. The governing body and school leaders set a clear ethos, which reflects the commitment to equality for all members of the school's community. Newport CE Junior School promotes positive and proactive approaches to valuing and respecting diversity.

The Leadership Team work in partnership with others to promote equality of opportunity, oppose all forms of oppressive behaviour, prejudice and discrimination.

Teaching and curriculum development are monitored to ensure high expectations of pupils and appropriate breadth of content in relation to the school and the wider community.

The Governors will:

- Ensure the aims of Newport Junior School indicate a commitment to providing equality of opportunity.
- Strive to ensure that its own membership reflects the communities, which the school serves, in terms of ethnicity, gender and class.
- Ensure they receive up to date training and instruction in fair employment practices and procedures.
- Ensure fairness when issuing funds.
- Liaise with the Head Teacher and Senior Leadership Team regarding the way in which the school addresses equality issues and make recommendations and decisions as appropriate.

Staffing: Safer Recruitment and Professional Development:

The Governing Body:

- Is committed to equality for all in the appointment, development, training and promotion of staff, and in all dealings with pupils and parents and carers of the school.
- Recognises the value of a diverse and inclusive workforce.
- Together with the school leaders will operate at all times within the requirements of anti-discrimination legislation and will promote equality positively in its staffing decisions.
- All decisions, including advertising of vacancies, shortlisting, selection, induction, appraisal, training, development, promotion, terms and conditions of employment, dismissal and pay will be based on an objective and fair assessment of school requirements.
- The only personal characteristics, which will be taken into account, will be those, which are necessary for the requirements and proper performance of the work involved. There will be no generalised concepts or assumptions about the characteristics of groups. All staff have the right, through the agreed procedures, to challenge any decision or action taken which they believe to be in breach of these principles. Any member of staff who deliberately and knowingly contravenes this policy will be liable to formal disciplinary action.

Statutory Requirements:

The Governing Body is bound by law not to discriminate in certain groups. 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
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion, belief or non-belief
- Sex and
- Sexual orientation

There are some exemptions from this legislation in situations where the essential nature of a job calls for a man, woman or person from a religion or racial group. The Governing Body would not normally seek to use exemptions from the above acts.

The Governing Body will:

- Give sympathetic consideration for requests for time off or for religious observance from staff who are active members of religions or beliefs, although such time off will be unpaid and will be considered only subject to the operational requirements of the school.
- Wherever possible make reasonable adjustments to recruitment processes, working conditions or the working environment, including terms and conditions of employment, to help overcome practical difficulties created by applicants and members of staff who have a disability.
- Acknowledges these areas of regulation and confirms its commitment to enforce these statutory requirements in the school.

Advertising of vacancies:

Vacancies will be advertised openly and will normally be available for members of staff in the school to apply.

Selection for appointment or promotion:

All decisions relating to appointments or promotions will be conducted in accordance with the following principles:

- A detailed job profile will be drawn up which accurately describes the duties of the post.
- An objective and sufficiently detailed person specification will be defined from the job profile.
- Job profiles, person specification and the selection criteria will be available to all candidates.

- Shortlisting will be carried out against the selection criteria and a written record retained of the assessment of each candidate.
- Selection decisions will be made against the agreed criteria and no other criteria will be used.
- A written record of the selection decision relating to the agreed criteria will be retained.
- Reasonable adjustments will be made to the recruitment and selection process where necessary to ensure that people with disabilities are enabled to compete for appointments in the school.

Specific Issues:

1. Age: The Governing Body is opposed to any direct or indirect discrimination based on age.

2. Disability: The Governing Body is opposed to any discrimination against people with disabilities based on assumptions of their ability or otherwise carry out the duties of a post in the school. Where a candidate who has a disability is appointed to the post in school, reasonable provision will be made for adjustments to the working conditions or environment where this is practicable.

3. Gender reassignment: The Governing Body is opposed to any discrimination as a result of a person proposing to undergo, undergoing or having undergone a process (or part of a process) for the purpose of reassigning the person's sex.

4. Marital status or civil partnership: The Governing Body is opposed to any discrimination against employees who are married or in a civil partnership.

5. Pregnancy and maternity: The Governing Body is opposed to any discrimination against a woman because of her pregnancy and / or maternity leave.

6. Race: The Governing Body is opposed to any direct or indirect discrimination based on race, colour, ethnic or national origin. There may be situations in the school which require special consideration and when an occupational requirement may apply to justify the employment of someone of one particular race or ethnic origin. However, these situations will be unusual and exceptional, and will be discussed with staff in advance.

7. Religion or Belief: The Governing Body is opposed to any direct or indirect discrimination based upon religion or belief or non-belief.

8. Sex: The Governing Body is opposed to any direct or indirect discrimination based on gender. There may be situations in the school, which require special consideration and where a genuine and determining occupational requirement may apply to justify the employment of someone of a particular sex. However, these situations will be unusual and exceptional, and will be discussed with the staff in advance.

9. Sexual orientation: The Governing Body is opposed to any direct or indirect discrimination based on perceived or actual sexual orientation.

10. Harassment or bullying: The Governing Body is opposed to any unwanted conduct relating to a protected characteristic that has the purpose or effect of violating a person's dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment. The Governing Body is further opposed to any act of victimisation, harassment or bullying against any member of staff either by an employee or third party based on assumptions about their status in the above categories or any other grounds. Such action will be investigated in accordance with the school's procedure and may lead to formal disciplinary action.

11. Non-statutory aspects: Although there is no statutory requirement not to discriminate against any other groups, or characteristics of staff, the Governing Body wishes to state that it will not in any way discriminate against members of staff or applicants for posts on the grounds of their political affiliation.

Positive Action:

The Governing Body recognises that the avoidance of discrimination is not sufficient to ensure that equality exists in the school. The Governing Body will therefore give full consideration to measures of positive action which may assist in achieving the aims of this policy. This action is designed to encourage or facilitate the employment or training of minority or disadvantaged groups.

The Governing Body will not discriminate in favour of individuals from specific groups (positive discrimination) but it will take positive action

which enables members of those groups to compete on an equal basis.

Positive action measures may include:

- Encouraging applicants from specific groups which are underrepresented in the school
- Encouraging people with disabilities to apply for posts
- Advertisements which encourage applicants from individuals of a particular sexual orientation, religion or belief, but make it clear that selection will be on merit
- Flexible working - promoting the use of job shares and flexible working where operational factors make it possible
- Language / literacy training
- Supportive training measures for underrepresented groups
- Assistance with applications for candidates with language problems
- Commitments to interviewing disabled people who meet the basic criteria for the post
- Encouraging staff to become representatives of trade unions / associations.

Harassment and Grievance Procedures:

Harassment has the effect of destroying dignity and undermining the confidence of employees. It can take many forms, including physical contact, bullying, threatening or ignoring someone. It can be a series of offensive remarks or a single incident. It can be behaviour that staff find offensive even if not directed towards them or harassment because of perception or association.

The Governing Body is committed to the principles of dignity at work for its entire staff in the school. This includes the right to be treated with respect by all managers and colleagues.

The Governing Body will consider any acts of harassment including those on the grounds of age, disability, gender reassignment, marital status and civil partnership, pregnancy and maternity, race, religion or belief, sex or sexual orientation, as totally unacceptable and outside the ethos and culture of the school. Any such act by a member of staff against any adult or child will be treated as a disciplinary offence, and action taken accordingly.

See also School Complaints Procedure and Accessibility Plan.

The Curriculum

The school will develop positive opportunities and experiences that will help pupils explore the issues of gender, race, culture and disability. This

may be achieved through a cross-curricular approach and through on-going PSHE work, SMSC and British Values through our whole curriculum. This is supported by the school's Behaviour and Anti-Bullying Policy.

As a staff we will look at curriculum areas within the school to ensure that organisational and administrative procedures avoid stereotyping through inappropriate discrimination.

The school will look at ways of providing pupils with positive role models which challenge negative stereotyping and therefore ensure that equality and diversity permeate the life and work of the school.

Wherever possible, the curriculum is planned to incorporate the principles of equality and to promote positive attitudes to diversity. All subjects contribute to the spiritual, moral, social and cultural development of all pupils.

The content of the curriculum reflects and values diversity. It encourages pupils to explore bias and to challenge prejudice and stereotypes.

Extracurricular activities and special events cater for the interests and capabilities of all students and take account of parental concerns related to religion and culture.

Teaching and Learning

- ✓ Regardless of sex, race, culture or disability children will have equal opportunity within and equal access to all areas of the whole school curriculum.
- ✓ Monitoring of attainment in subjects will examine differences by gender to ensure progress is made by both girls and boys. Discussions on gender issues will form part of our weekly Pupil Progress Meetings.
- ✓ Efforts will be made to recognise and be aware of the possibility of gender or race issues in both our teaching and learning materials and our teaching styles.
- ✓ Materials and resources are carefully selected for all areas of the curriculum so as to avoid stereotypes.
- ✓ Teaching time, attention and all resources are given equally to all children.
- ✓ Boys and girls are encouraged to participate equally in the full range of activities both inside and outside the classroom.
- ✓ All children are encouraged to work and play freely with others.
- ✓ Equality between all pupils is recognised when giving/delegating responsibilities and noting achievements.

- ✓ The school's procedures for supporting pupils and managing behaviour are fair and applied equally to all.
- ✓ Teaching and other groupings e.g. dinner queues, assembly seating, lines for dismissal, classroom seating and playground areas are organised on the basis of criteria other than gender - for example age, ability, friendship.

Admissions and Attendance

1. The admissions process is centralised through the Local Authority and is monitored to ensure that it is administered fairly and consistently to all pupils. Please refer to the Admissions Criteria.
2. Information about pupils' ethnicity, first language, religion, physical needs, medical needs etc. is included on all the admission forms.
3. Newport CE Junior School and parents / carers are aware of their rights and responsibilities in relation to pupil's attendance and absence is always followed up by appropriate staff.
4. Responsible provision is made for leave of absence for religious observance which includes staff as well as pupils.
5. Provision is made for pupils on extended leave so as they are able to continue with their learning.

Responsibilities:

- The Governing Body and Head Teacher will ensure that Newport CE Junior School complies with all relevant equalities legislation.
- The Governing Body and Head Teacher will ensure that the policy and relevant procedures and strategies are implemented.
- The Head Teacher will ensure that all staff are aware of their responsibilities under the policy.

Monitor and Review:

This policy will be regularly monitored and reviewed to ensure that it does not disadvantage particular sections of the community. This policy will be given to all staff through normal management meeting mechanisms and The Leadership Team will ensure that it is known and understood by staff. This policy will also be made available to potential applicants for vacant positions in the school.

This policy is to be read in conjunction with the following documents:

- Positive Behaviour Policy
- Anti-Bullying Policy
- Whole School Vision, Values and Ethos * Complaints Procedure

Race Equality

See *Newport CE Junior School Race Equality Policy*, which sets out our commitment to tackling racial discrimination and promote equality of opportunity and good race relations and explains what this means for the whole school community.

A racist incident is defined as any incident which is perceived to be racist by the victim or any other person. In the case of such incidents, the following steps will be taken:

A. Initial Response

- Treat the issue seriously.
- Respond immediately.
- Reinforce school's position and rules on racism.
- Focus on the perpetrator's behaviour (rather than the person).
- Support the victim, explaining how racism works through the stereotyping of an individual.
- Connect with pupils' feelings.

B. Record

- Take statement from all parties involved in incident.
- Notify a member of SLT, who will then investigate the incident.

C. Investigate

- Ensure incident is investigated following normal school procedures.
- Listen to all parties.
- Address underlying issues, e.g. an incident may not be racial in origin -in which case the original issue should be sorted out as well as the use of the unacceptable words that made it a racist incident
- Make sure race issues are covered - do not just treat incidents as, say, a case of simple bullying - be able to explain why it is a racist incident if you judge it to be such.
- Reinforce school's position and rules on racism.
- If it's not judged to be a racist incident this would need to be explained to the parties involved, though the incident might still remain as another kind of infringement of the school's behaviour policy which needed a response.

D. Further response

- Inform and involve class teachers and Headteacher.
- Follow through with both victim and perpetrator.
- Address the perpetrator's racist behaviour and correct racist misperceptions.
- Reinforce the school's position and rules on racism.
- Bring both parties together and give them a chance to be involved in resolving the situation.
- Contact parents/carers of both the victims as well as the perpetrators -This could involve a letter appropriate to the situation with a phone call with an invitation in to school (if felt to be appropriate).

E. Complete Racist Incident Investigation Form (IRIS) and CPOMS report.

- IRIS can be accessed through School Business Managers Computer, (Mrs Green)
- Complete a record of the event (anonymised account via IRIS).
- Complete a record of the event on CPOMS under racist behavioural incident.

F. General Follow through

- Follow through with appropriate measures to reinforce the school's position with individuals/group/class/school via assembly, registration group, and curriculum.
- Present monitoring returns to staff/governors to ensure regular discussion & development of good practice.
- Continue to encourage pupils to report and discuss racist incidents and how they should respond.
- Use existing means of involving pupils, such as the School Council or Guardians of Safety to promote good race relations.