

Equality and Diversity Policy
Statutory Policy



Equality and Diversity Policy

Date of Approval: November 2016	
This policy will be reviewed in full by the LPP Committee every 2 years.	
Date for Review: November 2018	
Signature <i>C. Hirstidge</i>	Date
Head Teacher	
Signature	Date
Chair of Governors	

1: Ethos and Values

Our equality vision and the values that underpin school life

At Summerville, we aim to:

- provide an inspiring environment where children are, through a broad curriculum, encouraged to learn, be curious about the world and develop the desire to improve themselves in order to fulfil their potential;
- build self-esteem, confidence and resilience so that every individual is able to make their own choices and rise to a challenge;
- develop tolerance and respect for other people and their opinions or beliefs, and an understanding of how actions can affect others;
- ensure pupils recognise their roles and responsibilities in society - school, local and global - so that they may make a positive contribution;
- teach pupils the skills they need to adapt to a world with ever-changing technology and methods of working and communicating.

To achieve this we will:

- Respect the equal rights of all pupils, staff and other members of the community
- Educate pupils about equality
- Work to promote positive attitudes to all in our school community
- Create an environment where respect and tolerance for all mean that pupils are able to reach their full potential
- Promote equality in all aspects of school life by challenging stereotypes and self limiting aspirations
- Take account of difference and help to overcome any barriers to learning in order to promote achievement and fulfilment in all our pupils
- Work together to close achievement gaps.

2: Legal Background

The duties that underpin our policy

Summerville is committed to meeting its public sector statutory duties as detailed below. We understand that the duties apply to service delivery and employment and staff management as well as policy development and implementation.

General Duty under the Equality Act 2010:

The purpose of this policy is to set out how our practice and policies have due regard to the need to:

- **eliminate discrimination**, harassment, victimisation and any other conduct that is prohibited by or under this Act;
- **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.

The Specific Duties of the Act enable schools to meet their obligations under the Public Sector Equality Duty (PSED)

The specific duties require schools to:

- Publish annually information, quantitative and qualitative, showing compliance with clause 149 of the Equality Act 2010.
- To set every four years one or more specific measurable equality objectives that further the aims of the equality duty.

Protected Characteristics

The Equality Act 2010 protects pupils from discrimination and harassment based on protected characteristics. The protected characteristics for school provisions are:

- age (for staff only)
- disability
- ethnicity and race
- gender (sex)
- gender identity and reassignment
- pregnancy, maternity and breast feeding
- religion and belief
- sexual orientation

Disability

At Summerville, we implement accessibility plans which are aimed at:

- increasing the extent to which disabled pupils can participate in the curriculum;

Equality and Diversity Policy
Statutory Policy

- improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided;
- improving the availability of accessible information to disabled pupils.

Provision for disabled pupils is closely linked with the existing provisions for pupils with special educational needs. These are the same duties as previously existed under the DDA and have been replicated in the Equality Act 2010.

Community Cohesion

Community Cohesion supports good practice in educating pupils/students about equality and diversity. It contributes to the school's efforts to provide a broad, balanced curriculum. Through extending our links into the local community, the children experience the impact of equality legislation first hand.

4: Roles and Responsibilities

The Board of Governors, supported by the Headteacher and staff, is responsible for ensuring the implementation of this policy.

Commitment to implementation

The Headteacher retains overall responsibility for ensuring that equality is part of routine discussion between senior leaders and all staff who report to the Headteacher on actions and progress.

All staff are responsible for delivering equality both as employees and as it relates to their area of work. We are transparent in our decision making and in reporting our achievements in fulfilling the aims of the Equality Duty.

Commitment to action

Governors will:

- Provide leadership and drive for the development and regular review of the school's equality and other policies
 - Provide leadership and ensure the accountability of the Headteacher and senior staff for the communication and implementation of school policies
 - Highlight good practice and promote it throughout the school and wider community
 - Be good role models for all managers, staff and pupils
 - Congratulate examples of good practice from the school and among individual managers, staff and pupils
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Equality and Diversity Policy
Statutory Policy

- Ensure a consistent response to incidents, e.g. bullying cases and racist incidents
- Ensure that the school carries out the letter and the spirit of the statutory duties

Headteacher and senior staff will:

- Ensure that the school carries out its statutory duties effectively
- Initiate and oversee the development and regular review of equality policies and procedures
- Consult pupils, staff and stakeholders in the development and review of the policies
- Ensure the effective communication of the policies to all pupils, staff and stakeholders
- Ensure that managers and staff are trained as necessary to carry out the policies
- Oversee the effective implementation of the policies
- Hold line managers accountable for effective policy implementation
- Provide appropriate role modelling for all managers, staff and pupils
- Highlight good practice from staff and pupils
- Provide mechanisms for the sharing of good practice
- Ensure a consistent response to incidents, e.g. bullying cases and racist incidents

Middle leaders will:

- Respond to consultation requests by creating opportunities for pupils and staff to share their comments, suggestions and feedback, ensuring that all voices are heard
- Implement the school's equality policy, holding staff accountable for their behaviour and providing support and guidance as necessary
- Be accountable for the behaviour of the staff team, individual members of staff and pupils
- Use informal and formal procedures as necessary to deal with 'difficult' situations
- Behave in accordance with the school's policies, leading by example
- Respond appropriately to the behaviour of pupils and staff, as a whole, and individuals (praising/challenging as necessary)
- Contribute to managing the implementation of the school's equality policy

All staff: teaching and non-teaching will:

- Maintain awareness of the school's current equality policy and procedures
 - Implement the policy as it applies to staff and pupils
 - Contribute to consultations and reviews
 - Raise issues with line managers which could contribute to policy review and development
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- Behave with respect and fairness to all colleagues and pupils, carrying out the letter and spirit of the school's equality policy
 - Provide a consistent response to incidents, e.g. bullying cases and racist incidents
 - Contribute to the implementation of the school's equality policy

5: Engagement

Involving our learners, parents or carers and others

Engagement – Participation and Involvement

We consult and engage both with people affected by our decisions - parents, pupils, staff, members of the local community – and with people who have special knowledge which can inform the school's approach, such as disability equality groups and other relevant special interest organisations.

6: Using information

We use data and evidence to inform our decisions. Regular reviews of our equality procedures, both at governor and Senior Leadership Team level, ensure that there is no unlawful discrimination against certain individuals or groups and that the positive duties are promoted. Careful monitoring ensures that we meet the diverse needs of our pupils and staff and that diversity, equality and inclusion run through all areas of school life.

7: Our School's Equality Objectives

(see separate plan)