

Crowton Christ Church C.E. Primary School

Aspire

Discover

Flourish

"With God, all things are possible."

Matthew 19:26



Equality and Diversity Policy

Equality and Diversity Policy – Summer 2024	
Review Frequency	Annually
Reviewed and approved by	Full Governing Body
Date	June 2024
Headteacher Signature	<i>Lauren Hill</i>
Chair of Governors Signature	<i>Ruth Downes</i> <i>Sarah Thompson</i>
Date of next review	June 2025

1. Aims

Our school aims to meet its obligations under the Public Sector Equality Duty (PSED) by having due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010
- Advance 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

At Crowton, we aim to promote equality and tackle any form of discrimination and actively promote harmonious relations in all areas of school life. We seek to remove any barriers to access, participation, progression, attainment and achievement. We take seriously our contribution towards community cohesion and the creation of an inclusive school. **This is expressed in our vision statement 'A school family rooted in God's love.'**

We aim to:

- provide a secure environment in which all our children can flourish and achieve
- provide an open, safe and secure learning environment where all individuals see themselves reflected and feel a sense of belonging and where natural and unforced conversations are positively encouraged
- prepare children for life in a modern British society in which children are able to see their place in the local, regional, national and international community
- actively promote through a broad and balanced curriculum the fundamental British values of democracy, the rule of law, individual liberty and a mutual respect for and tolerance of those with different faiths and beliefs and for those without faith
- include and value the contribution of all families to our understanding of equality and diversity
- provide positive non-stereotyping information about different groups of people regardless of protected characteristic
- plan systematically to improve our understanding and promotion of diversity
- actively challenge discrimination and disadvantage

- make inclusion a thread which runs through all our activities

To achieve these aims 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 with the whole community
- collect and analyse data to ensure all groups are progressing well and no group is subject to disadvantage
- use all available information to set suitable learning challenges for all, respond to pupils' 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 for others
- ensure all reasonable adjustments are made to ensure equality of opportunity

The school will make reasonable adjustments to meet the needs of pupils with a disability and implement an accessibility plan aimed at:

- Increasing the extent to which pupils with a disability can participate in the curriculum and the wider aspects of school life
- Improving the physical environment of the school to enable pupils with a disability to take better advantage of education, benefits, facilities and services provided
- Improving the availability of accessible information to pupils with a disability

Our school aims to promote respect for difference and diversity in accordance with our values:

Respect	Trust	Compassion
Truthfulness	Courage	Friendship
Thankfulness	Generosity	Forgiveness
Justice and Peace	Perseverance	Service

We will not discriminate against, harass or victimise any staff member, pupil, prospective pupil, or other member of the school community because of their:

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

2. Legislation and Guidance

This document meets the requirements under the following legislation:

- [The Equality Act 2010](#), which introduced the Public Sector Equality Duty and protects people from discrimination

➤ [The Equality Act 2010 \(Specific Duties\) Regulations 2011](#), which require schools to publish information to demonstrate how they are complying with the Public Sector Equality Duty and to publish equality objectives

This document is also based on Department for Education (DfE) guidance: [The Equality Act 2010 and schools](#).

3. Roles and Responsibilities

It is the Governing Board's responsibility to:

- involve and engage the whole school community in identifying and understanding equality barriers in the setting of objectives to address these and ensure that the school complies with equality legislation
- meet requirements to publish measurable equality objectives
- ensure that the school's policy and its procedures and strategies are carried out and monitored with appropriate impact assessments informing future plans
- monitor attendance by group characteristic and take appropriate action where necessary
- have equal opportunities in staff recruitment and professional development and membership of the Governing Board
- provide information in appropriate, accessible formats
- be involved in dealing with serious breaches of the policy
- be proactive in recruiting high quality applicants from under-represented groups

It is the Headteacher's responsibility to:

- implement the policy and its strategies and procedures
- ensure that all staff receive appropriate and relevant continuous professional development so that they have the skills and knowledge to ensure equality – this includes the duty to report prejudice based incidents
- promote key messages to all stakeholders about equality, what is expected of them and can be expected from the school
- actively challenge and take appropriate action in any cases of discriminatory practice
- deal with any reported incidents of harassment or bullying in line with LA guidance
- ensure that all visitors and contractors are aware of, and comply with, the school's equality and diversity policy
- produce a report on the progress for governors annually of distinct groups

It is the responsibility of all staff to:

- set suitable learning challenges, enabling all children to experience success and achieve as high standard as possible through appropriate support
- deliver the right outcomes for children through an inclusive curriculum
- respond to children's diverse learning needs by:
 - creating effective learning environments
 - securing motivation and concentration
 - providing equality of opportunity through flexible and appropriate teaching approaches
 - using appropriate assessment approaches and setting appropriate targets for success
- overcoming potential barriers to learning for all individuals groups of children
- be vigilant in all areas of the school for any type of harassment and bullying – recording any incidents
- deal effectively with all incidents from overt name-calling to the more subtle forms of victimisation caused by perceived differences
- identify and challenge bias and stereotyping within the curriculum and in the school's culture

- promote equality and good relations and not discriminate on grounds of any protected characteristics
- promote an inclusive curriculum and whole school ethos which reflects our diverse society
- keep up to date with equality legislation, development and issues by attending relevant training and accessing information from appropriate sources

It is the responsibility of visitors to:

- know and follow our Equality and Diversity policy
- inform the school of barriers to achieving equality and possible actions to remove these
- play an active role in supporting and challenging the school to achieve its commitment to achieving equality of opportunity for all.

4. Eliminating Discrimination

The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions. Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct. Staff and governors are regularly reminded of their responsibilities under the Equality Act – for example, during meetings. Where this has been discussed during a meeting it is recorded in the meeting minutes.

New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training every September.

The school has a designated member of staff for monitoring equality issues - **Miss Lauren Hill**.

5. Advancing Equality of Opportunity

As set out in the DfE guidance on the Equality Act, the school aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people that are connected to a particular characteristic they have (e.g. pupils with disabilities, or gay pupils who are being subjected to homophobic bullying)
- Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling Muslim pupils to pray at prescribed times)
- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all pupils to be involved in the full range of school societies)

In fulfilling this aspect of the duty, the school will:

- Publish attainment data each academic year showing how pupils with different characteristics are performing
- Analyse the data referenced above to determine strengths and areas for improvement, implement actions in response and publish this information
- Make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying)
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils

6. Fostering Good Relations

The school aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE, citizenship and personal, social, health and economic (PSHE) education, but also activities in other curriculum areas. For example, as part of teaching and learning in English/reading, pupils will be introduced to literature from a range of cultures
- Holding assemblies dealing with relevant issues. Pupils will be encouraged to take a lead in such assemblies and we will also invite external speakers to contribute
- Working with our local community. This includes inviting leaders of local faith groups to speak at assemblies, and organising school trips and activities based around the local community
- Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school. For example, our school council has representatives from different year groups and is formed of pupils from a range of backgrounds. All pupils are encouraged to participate in the school's activities, such as sports clubs. We also work with parents to promote knowledge and understanding of different cultures
- We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach

7. Equality considerations in decision-making

The school ensures it has due regard to equality considerations whenever significant decisions are made. The school always considers the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, the school considers whether the trip:

- Cuts across any religious holidays
- Is accessible to pupils with disabilities
- Has equivalent facilities for boys and girls

8. Equality Objectives

The Equality Act 2010 requires us to publish specific measurable equality objectives. Our equality objectives are based on our analysis of data and other evidence. Our equality objectives focus on those areas where we have agreed to take action to improve equality and tackle disadvantages. We will regularly review the progress we are making to meet our equality objectives.

Objective 1: To ensure all members of the school community are given a sense of belonging.

Objective 2: To monitor and analyse pupil achievement by race, gender and disability and act on any trends or patterns in the data that require additional support for pupils.

Objective 3: To raise levels of attainment in core subjects for vulnerable learners – reading, writing and mathematics.

Objective 4: To review levels of parental and pupil engagement in learning and school life, across all activities to ensure equity and fairness in access and engagement.

We aim to promote pupils' spiritual, moral, social and cultural development, with special emphasis on promoting equality and diversity, and eradicating prejudicial incidents for pupils and staff. Our school is committed to not only eliminating discrimination, but also increasing understanding and appreciation for diversity.

Prejudice is not tolerated and we are continuously working towards a more accepting and respectful environment for our school community.

9. Monitoring

It is the responsibility of the Governing Body to monitor the effectiveness of this Equality and Diversity Policy.

The Governing Body does this by:

- Monitoring the progress of pupils of minority groups and comparing it to the progress made by other pupils in the school via a report from the Headteacher
- Monitoring the staff appointment process, so that no-one applying for a post at this school is discriminated against
- Taking into serious consideration any complaints regarding equal opportunity issues from parents/carers, staff or pupils
- Monitoring the schools behaviour and exclusions policy, so that those from minority groups are not unfairly treated.

Links to other policies:

- Accessibility plan
- Anti-racism Policy
- Anti-bullying Policy
- Behaviour Policy
- Child Protection and Safeguarding Policy
- RSE Education Policy

10. Review

The governors review this policy annually. The governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved

APPENDIX A: Guidance on the Equality Act 2010

a) An overview

The guidance in this policy is provided by the school as a reasonable step to prevent individuals from engaging in any form of behaviour or conduct which is deemed unlawful under the Act. The guidance is also intended to create an awareness and understanding of the school's obligations and duties under the Act, including any exemptions and exclusions which may apply.

The Act provides a single, consolidated source of discrimination law, replacing all the previous UK anti-discrimination laws and it extends protection from discrimination in some areas. The Act defines types of unlawful behaviour in relation to persons with protected characteristics. The Act applies to all schools and academies including maintained and non-maintained special schools.

The Act applies to schools as employers and also to the way schools treat their pupils and potential pupils, and in limited circumstances, former pupils. As employers, schools must not discriminate against potential employees in respect of whether to offer a job or the terms on which a job is offered. Schools must also not discriminate against existing employees in respect of benefits, facilities and services offered including training opportunities, promotion or dismissal.

In relation to pupils, schools must not discriminate against, harass or victimise a pupil or potential pupil in relation to admissions, in the way education is provided, in the way pupils are provided with access to any benefit, facility or service and by excluding a pupil or subjecting them to any other detriment.

The school's "Responsible Body" must ensure compliance with the Act. The Responsible Body is the Governing Body (and the Local Authority in maintained schools) and the proprietor in independent schools, academies or non-maintained special schools. Any person acting on behalf of the Responsible Body, including school employees is liable for their own discriminatory actions. The Responsible Body is also liable unless it can show that it has taken all reasonable steps to stop an individual from doing the discriminatory action or from doing anything of that kind. Members of staff should understand therefore that they can be held liable for acts of bullying, harassment and unlawful discrimination in the course of their employment against fellow employees, pupils or members of the public.

b) Types of unlawful behaviour and protected characteristics

Types of unlawful behaviour under the Act are:

- direct discrimination
- indirect discrimination
- harassment
- victimisation

The protected characteristics under the Act are:

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

- marriage and civil partnership
- pregnancy and maternity

All the protected characteristics are covered by the employment provisions of the Act but the protected characteristics of age, marriage and civil partnership do not apply to pupils. It is not a breach of equality law therefore for schools to admit and organise pupils in age groups and to treat pupils in a way that is appropriate to their age.

Direct discrimination occurs when one person treats another less favourably, because of a protected characteristic, than they treat, or would treat other people.

Indirect discrimination occurs when a “provision criterion or practice” (PCP) is applied generally but has the effect of putting people with a protected characteristic at a disadvantage when compared to people without that characteristic. It is a defence to a claim of indirect discrimination if it can be shown that the PCP is a “proportionate means of achieving a legitimate aim and that it could not reasonably be achieved in a different way which did not discriminate”. In the context of schools, examples of legitimate aims might be: - maintaining academic or other standards or ensuring the health, welfare and safety of pupils.

Discrimination can include associative discrimination (when a person is treated less favourably because of their association with someone who has a protected characteristic) and perception discrimination (when a person is treated less favourably because it is believed they have a protected characteristic even if that is a mistaken belief).

Harassment has a specific legal definition in the Act based on the definition from the European Convention on Human Rights. 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, and potentially extends also to actions which, whether intentionally or unintentionally, cause offence to a person because of a protected characteristic.

Victimisation occurs when a person is treated badly or treated less favourably than they otherwise would have been because they have done “a protected act” or because the school believes that a person has done or is going to do a protected 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 or doing anything else under or in connection with the Act.

Additional provisions relating to disability

With regard to disability, there are two further types of unlawful behaviour, these are:

- Discrimination arising from a disability
- A failure to comply with the duty to make reasonable adjustments

Discrimination arising from a disability is when a disabled person is discriminated against because of something that is a consequence of their disability. This is unlawful unless the discrimination can be justified.

The duty to make reasonable adjustments now extends to a duty to provide auxiliary services and aids. The duty to make reasonable adjustments means that where something a school does places a disabled pupil or member of staff at a disadvantage compared to other pupils or members of staff, the school must take reasonable steps to try and avoid that disadvantage. Auxiliary aids or

services are things or persons which help. Whether a school should provide an auxiliary or service is a question of reasonableness in all the circumstances of the case.

The overriding principle of the equality legislation is one of equal treatment but schools may, and often must, treat disabled pupils and disabled members of staff more favourably than non-disabled pupils or non-disabled members of staff by making reasonable adjustments to put them on a more level footing with pupils and members of staff without disabilities.

Schools must also carry out **accessibility planning** for disabled pupils and members of staff under the Act. With regards to pupils, schools must implement accessibility plans which are aimed at increasing the extent to which disabled pupils can participate in the curriculum; improving the physical environment of school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided; and improving the availability of accessible information to disabled pupils. With regard to staff, schools are under a duty to consider alterations to physical features of the school where it is reasonable to avoid disadvantage caused by disability.

Positive action and positive discrimination

New provisions in the Act allow schools to take positive action in relation to pupils and members of staff with certain protected characteristics who may be disadvantaged for social or economic reasons to do with past or present discrimination. Any such action must be a proportionate way of achieving a legitimate aim.

Positive action is not the same as positive discrimination. Positive discrimination is always unlawful except in the case of disability.

Exceptions and exclusions

There are some exceptions in the Act which apply to all schools and some which apply specifically to schools with a religious character (faith schools) and to single sex schools.

The daily act of collective worship is an exemption which applies to all schools in relation to the Act's religion or belief provisions. Schools are permitted to have acts of worship or other forms of collective religious observance and will not be acting unlawfully if an equivalent act of worship is not provided for other faiths. Schools are permitted to celebrate religious festivals.

The content of the school curriculum is excluded from the Act but the way, in which schools provide education, i.e. the delivery of the curriculum is not. Schools must ensure that the curriculum is not delivered in a discriminatory way and that it is delivered in accordance with the public sector equality duty. Schools should provide a broad and balanced curriculum for all pupils and should ensure that all pupils have equal access to all areas of the curriculum. When a school's Curriculum Policy is reviewed, due regard must be given to equality considerations.

The Act does not deal specifically with school uniform or other aspects of appearance such as hair, jewellery and make up. The school's Governing Body determines uniform policy and the rules relating to appearance but must have due regard to equality law and to obligations under the Human Rights Act 1998 when making decisions in this regard.

Governing Bodies should be sensitive to the needs of different groups and should act reasonably in endeavouring to accommodate those needs without compromising other school policies and requirements including requirements relating to health, safety and discipline.

The Public Sector Equality Duty and supporting specific duties

The Act also introduced a single Public Sector Equality Duty (sometimes also referred to as the ‘general duty’). The general duty applies to public bodies, including all schools and academies. The general duty is supplemented by separate specific equality duties which require schools to publish information to show how they are complying with their general duty and to prepare and publish equality objectives.

The general duty applies to all protected characteristics and requires schools, when carrying out their functions, to have due regard to the need to:

- eliminate discrimination, harassment and victimisation and any other conduct prohibited by the Act
- advance equality of opportunity between those who share a relevant protected characteristic and those who do not share it
- foster good relations across all characteristics

Having due regard means that the Governing Body and the school’s leadership team must ensure that whenever significant decisions are being made or policies developed, thought will be given to equality considerations. Equality will not just be an afterthought and will never be just a matter of ticking boxes. Decisions and actions will be made with an open mind and an assessment will always be made as to whether a particular decision or action may have implications for people with particular protected characteristics.

The Equality Act 2010 (Specific Duties) Regulations 2011 introduced new **specific equality duties** to help public authorities meet their obligations under the general duty.

These specific duties apply to all schools. In order to comply with their specific duties, schools are required to:-

- publish information to demonstrate how they are complying with their general duty
- prepare and publish equality objectives