



Thorns Community



Infant School

Park Hill Thorns Federation

Successful, confident learners, responsible, compassionate individuals.

Equality Policy (Adapted from LA model policy)

Written: December 2011

Reviewed: January 2019

Agreed by governors: January 2019

Reviewed: January 2023

Next Review: January 2024

Legal Duties

As Park Hill Thorns Federation, we welcome our duties under the Equality Act 2010. Park Hill Thorns Federation does not condone any act of discrimination, bullying, harassment or victimisation. Any breach of this policy may lead to disciplinary action. We are committed to promoting a positive and inclusive culture in which all staff and young people are valued, included and supported to their full potential irrespective of;

- age (for employees not for service provision),
- disability
- ethnicity/race
- gender identity
- maternity and pregnancy
- religion and belief,
- sexual orientation
- Marriage and Civil Partnership (for employees)

For further information on types of unlawful discrimination see **Appendix 1**.

- Park Hill Thorns Federation will: Ensure that everyone is treated fairly and with respect.
- Make our schools a safe, secure and stimulating place for everyone.
- Consult and involve people from different groups in our decisions, for example, through talking to pupils and parents/carers and through our School Council.
- Recognise that people have different needs and that promoting equality will involve addressing those needs rather than treating everyone the same.

We recognise our obligations under the Equality Act 2010 and are committed to promoting equality and diversity with all those we work with, especially our employees, pupils, young people and visitors. We oppose all forms of unlawful and unfair discrimination, bullying, harassment and victimisation and will make every effort to comply with the requirements of the Act and its subsequent provisions.

The following groups have been identified as key recipients in terms of the provision of this statement:

- Looked After or on the edge of Care
- Special Educational Needs / Learning Difficulties and Disabilities
- Excluded or at risk of exclusion from school
- From a minority ethnic group, including Gypsy, Roma and Traveller
- Have English as an additional language
- Are missing in education
- Have ill health, including hospitalisation, affecting attendance at school
- Young carers
- Offending or at risk of offending

- Mental health issues
- In receipt of free school meals
- Live in areas of deprivation
- Gifted and talented

Public Sector Equality Duty (PSED)

We are bound by the ‘Public Sector Equality Duty (PSED) section of the Equality Act 2010.

The new Equality Duty has two parts: the “general” duty and “specific” duties. The general duty is the overarching legal requirement for schools.

The General Duty has three aims; it requires public bodies to have due regard to the need to:

- eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Equality Act
- advance equality of opportunity between people who share a protected characteristic and people who do not share it; and
- foster good relations between people who share a protected characteristic and people who do not.

Compliance with the general duty is a legal obligation but also makes good business sense because it enables schools to provide services which meet the diverse needs of pupils, parents and staff.

Specific Duties require public bodies to:

- publish relevant, proportionate information demonstrating compliance with the Equality Duty. Subsequently, the information must be published at least annually; and
- set and publish first equality objectives which are specific and measurable. Subsequent objectives must be published at least every four years.

In order to meet our general duties, listed above, the law requires us to do some specific duties to demonstrate how we meet the general duties and these are to:

Publish equality information - to demonstrate compliance with the general duty across its functions - **Appendix 2** published on school websites. This document is reviewed annually.

We will not publish any information that can specifically identify any individual child or adult

To do this we will collect data related to the protected characteristics above and analyse this data to determine our focus for our equality objectives. The data will be assessed across our core provisions as a school. This will include the following

functions:

- Admissions
- Attendance
- Attainment
- Exclusions
- Prejudice related incidents

Our objectives will detail how we will ensure equality is applied to the services listed above however where we find evidence that other functions have a significant impact on any particular group we will include work in this area.

We also welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.

We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

Core Statements:

In fulfilling our legal obligations we will be guided by seven core statements plus two further principles:

Statement 1: All learners are of equal value.

Statement 2: We recognise, welcome and respect diversity.

Statement 3: We foster positive attitudes and relationships, and a shared sense of belonging.

Statement 4: We observe good equalities practice, including staff recruitment, retention and development.

Statement 5: We aim to reduce and remove existing inequalities and barriers.

Statement 6: We consult and involve widely

Statement 7: We strive to ensure that society will benefit.

Principle 1: As part of the Federation's Code of Conduct, all members of staff and children are expected to show respect for and appreciation of each other as individuals.

Principle 2: We aim, in accordance with the Public Sector Equality Duty and as part of the Federation's code of conduct to foster good relations between staff, students, visitors, parents no matter their gender, race, colour, ethnic or national origin, religion, beliefs or ability.

Our Ethos/mission

The aim of Park Hill Thorns Federation is to provide a welcoming, safe and nurturing environment where the self-esteem of children and adults is highly valued. We strive to provide a high-quality education that nurtures caring, confident, respectful and happy children through the creation of a challenging, constructive, creative and positive curriculum.

The Federation aims to develop children towards their full academic and social potential by encouraging them to set realistic personal goals and take increasing responsibility for their own learning. We see both Schools as an integral part of a local, wider and global community where children gain knowledge and understanding about the world and its affairs, the links between countries, different peoples' points of view and a growing ability to recognise inequalities and injustices and to take appropriate action.

Our Current Equality Practice

Admission: The Federation's admission policy does not permit race, colour, nationality, ethnic or national origin or religion and beliefs to be used as criteria for admission.

The Curriculum: The curriculum will not subject pupils to discrimination. All pupils will have equal access to all areas of the school curriculum. The staff will make every effort to be constantly aware that their own expectations affect the achievement, behaviour and status of each pupil.

The curriculum is crucial to tackling inequalities for pupils including gender stereotyping, preventing bullying and raising attainment for certain groups. The principles of equality and diversity are embedded in our academic and social curriculum.

It will be balanced, objective and sensitive and will not overtly highlight sexual and cultural diversity.

Exclusion: The decision to exclude a child for a fixed period or permanently is a **last resort**. Our exclusion criteria are defined under the exclusion policy and are applied consistently to every young person, irrespective of any protected characteristic.

Language: The Federation views linguistic diversity positively. The aim is to make pupils and staff feel that their language or dialect is valued and will therefore allow them to use their home language in school with the provision that it will not be used to exclude others. Staff will be conscious of, and try to avoid, any racist or sexist connotations in the language they themselves use. All pupils' names will be accurately recorded and every effort will be made to correctly pronounce them, avoiding the Anglicisation of names.

Resources: The Federation will provide resources for all pupils according to their needs, irrespective of gender, ability, race, colour, nationality, religion, beliefs or ethnic origin.

Staff will ensure that the resources used in all curriculum areas are multi-cultural and non-sexist, containing positive images of all groups. Resources that do not fill these criteria will be replaced and withdrawn from use. Pupils will have access to accurate, up to date information about the similarities and differences between cultural groups. The issue of stereotyping will be brought to pupils' attention and every effort will be made to select teaching materials that do not reinforce stereotypes. Stereotypical comments will be challenged.

Staff: The Federation values diversity amongst the staff. In all staff appointments the best candidate will be appointed, based upon strict professional criteria, regardless of gender, race, colour, disability, nationality, religion and beliefs. Where a person with a disability applies for a job and meets the selection criteria, they will be offered an interview.

Where an existing member of staff becomes disabled, or has a disability that worsens, the school will consult with the individual about their needs and will make reasonable adjustments to meet those needs.

Where a staff member is pregnant, the school will consult with the individual and will make reasonable adjustments during the pregnancy and in relation to local authority maternity guidance.

The Federation, in accordance with Race Relations Act (RED), Gender Equality Duty (GED) and Disability Equality Duty (DED) promotes equality and opportunity between disabled people, between people of different racial groups and between people of different gender.

Policies which particularly contribute to the promotion of equality are,

- School Behaviour Policy
- Anti-bullying and harassment (this includes cyber-bullying and prejudice based bullying)
- Special Educational Needs Information Statement
- Complaints Procedure - sets out how we deal with complaints relating to our school.
- Staff Code of Conduct
- Staff Grievance Policy
- IOnline Safety Policy
- Teaching and Learning Policy
- PSHE and Relationships Policy
- Health and Safety Policy
- Educational Visit Policy
- Privacy Notice
- Safeguarding and Child Protection Policy
- Whistleblowing Policy

This Federation is opposed to all forms of prejudice and we recognise that children and young people who experience any form of prejudice related discrimination may fare less well in the education system. We provide both our pupils and staff with an awareness of the impact of prejudice in order to prevent any incidents. If incidents

still occur we address them immediately and report them to the Local Authority using their guidance material. The Local Authority may provide some support.

Responsibility

We believe that promoting Equality is the responsibility of everyone in the school community:

School Community	Responsibility
Governing Body	<ul style="list-style-type: none"> • Involving and engaging the whole school community in identifying and understanding equality barriers and in the setting of objectives to address these. • The Governing Body will also agree the Equality Statement and objectives.
Executive Head Teacher/Head of School	<p>As above including:</p> <ul style="list-style-type: none"> • Create an environment in which all members of the community are expected to treat one another with mutual respect, dignity and tolerance. • Ensure that Park Hill Thorns Federation complies with equality legislation; • Ensure all policies, practices and procedures associated with equality, diversity and inclusion, including admissions, curriculum, recruitment and selection are implemented; • To make effective and reasonable adjustments where appropriate to meet the individual needs of staff, young people and others who may have business with Park Hill Thorns Federation; • Ensure that all staff are aware of and follow Park Hill Thorns Federation’s policy; and receive appropriate equality and diversity training, in accordance with their roles and responsibilities; • Take ‘all reasonable steps’ to prevent discrimination, bullying, harassment and victimisation from taking place; • Take responsibility for recording, managing and analysing incidents of discrimination, bullying, harassment and victimisation in accordance with Park Hill Thorns Federation’s policies, procedures and guidance. •
Senior Management Team (includes Assistant Head, TLR’s and School Business	<ul style="list-style-type: none"> • To support the Executive Head and Head of School as above. • Ensure fair treatment and access to services

Manager)	and opportunities. Ensure that all staff are aware of their responsibility to record and report prejudice related incidents.
Teaching Staff	<ul style="list-style-type: none"> • Help in delivering the right outcomes for pupils. • Uphold the commitment made to pupils and parents/carers on how they can be expected to be treated. • Design and deliver an inclusive curriculum. • Ensure that you are aware of your responsibility to record and report prejudice related incidents.
Non Teaching Staff	<ul style="list-style-type: none"> • Support the school and the governing body in delivering a fair and equitable service to all stakeholders. • Uphold the commitment made by the Executive Head Teacher, Head of School and Assistant Head on how pupils and parents/carers can be expected to be treated. • Support colleagues within the school community. • Ensure that you are aware of your responsibility to record and report prejudice related incidents.
Parents	<ul style="list-style-type: none"> • Take an active part in identifying barriers for the school community and in informing the governing body of actions that can be taken to eradicate these. • Take an active role in supporting and challenging the school to achieve the commitment given to the school community in tackling inequality and achieving equality of opportunity for all.
Pupils	<ul style="list-style-type: none"> • Support the school to achieve the commitment made to tackling inequality. Uphold the commitment made by the Executive Head Teacher, Head of School and Assistant Head on how pupils and parents/carers, staff and the wider school community can be expected to be treated.
Local Community Members	<ul style="list-style-type: none"> • Take an active part in identifying barriers for the school community and in informing the governing body of actions that can be taken to eradicate these. • Take an active role in supporting and challenging the school to achieve the commitment made to the school

	community in tackling inequality and achieving equality of opportunity for all.
--	---

We will ensure that the whole Federation community is aware of the Equality & Diversity Statement and our published equality information and objectives by publishing them on schools website, part of a special newsletter, through other mediums as identified by the Governing Body.

Breaches

Breaches to this statement will be dealt with in the same ways that breaches of other Federation policies are dealt with, as determined by the Executive Head Teacher and governing body. All incidents of discriminatory treatment, bullying, harassment and victimisation must be reported to senior staff and recorded as soon as is reasonably possible (and in any event within 24 hours of the incident). The current procedure for dealing with incidents of discrimination is as follows:

All forms of discrimination by any person within the Federation will be treated seriously. A record of any incident of discrimination will be kept on the Discrimination Incident Form. The following procedures will be used when dealing with perpetrators. In all cases, it will be made clear to the offending individuals that such behaviour is regarded as unacceptable.

Action:

1. Members of staff will not ignore any form of discriminatory abuse, assault, insult or joke however this is perpetrated. Members of staff will respond immediately.
2. Executive Head Teacher / Head of School / Assistant Head to be informed and where necessary lead
3. Listen to all parties
4. The reasons why the actions are unacceptable will be explained to the perpetrator. Staff will also reinforce the schools position in relation to the form of discrimination. Persistent offenders will be referred to the Executive Head Teacher / Head of School / Assistant Head. Perpetrator's behaviour (rather than the person) will be the focus.
5. Further incidents will be reported to parents, whose co-operation will be sought.
6. The incident will be recorded on the Discrimination Incident Form.

In all cases, it will be important to establish the facts of the occurrence rather than rely on the interpretation of individuals. In all cases it will be made clear to the individual that the behaviour is unacceptable and the reasons for it being unacceptable, although we will be prepared to distinguish between discrimination by intent and discrimination as the result of ignorance.

It is important that discriminatory behaviour is challenged and is seen, by all pupils, to be challenged.

Complaints and grievances

If an individual believes that they have been discriminated against, bullied, harassed or victimised, they may follow our Complaints or Grievance procedure.

Monitor and Review

Every year, we will review our objectives in relation to any changes in our school profile. Our objectives will sit in our overall school improvement plan and therefore will be reviewed as part of this process.

Date Approved:.....

Date to be reviewed:.....

The following Acts are relevant to this policy:

- DED - The Disability Equality Duty, introduced into legislation in the Disability Discrimination Act (amended 2005)
- GED - The Gender Equality Duty, introduced into legislation in the equality Act 2006
- PSED - Public Sector Equality Duty (2011)
<http://www.homeoffice.gov.uk/equalities/equality-act/equality-duty/>, date accessed 1/11/2011
- RED - The Race Relations (Amendment) Act 2000: Section 2 and Schedule 1A
- The Disability Discrimination Act 1995 (as amended by the Disability Discrimination Act 2005): section 49A
- The Equality Act (2010)
- The Sex Discrimination Act 1975 (as amended by Equality Act 2006: section 76A)

APPENDIX 1

Further information about equality, diversity and inclusion

1. Types of unlawful discrimination

Direct discrimination occurs when someone is treated less favourably than another person because of a protected characteristic (age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex sexual orientation).

Discrimination by association is direct discrimination against someone because they associate with another person who possesses a protected characteristic.

Perception discrimination is direct discrimination against an individual because others think they possess a particular protected characteristic. It applies even if the person does not actually possess that characteristic.

Indirect Discrimination occurs when a condition, provision, policy or practice applies to everyone but particularly disadvantages people who share a protected characteristic, and it cannot be shown to be a proportionate means of achieving a legitimate aim. Arguing that it's more expensive not to discriminate is unlikely to be considered a valid justification.

Discrimination arising from disability

The Equality Act also protects an employee from what the law terms 'discrimination arising from disability' – this is where they are treated unfavourably, not because of the disability itself, but because of something linked with their disability.

Harassment occurs when a person is subject to “unwanted conduct related to a relevant protected characteristic, which has the purpose or effect of violating an individual's dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for that individual”. It can include behaviour that individuals find offensive even if it's not directed at them, offence was not intended and even if they do not have the relevant protected characteristics themselves.

Bullying is very similar to harassment, but it is not related to a protected characteristic. Bullying doesn't have a legal definition in the Equality Act but will normally be handled in exactly the same way under an organisation's duty of care.

Victimisation occurs when an individual is subject to a detriment because they have - or are suspected of having - made an allegation, given evidence about or supported any individual (including themselves) who has been subject to any of the above.

A child should not be treated less favourably because of the actions of a family member.

If an individual gives false evidence or makes an allegation in bad faith, then they are not protected from victimisation under the Act.

Appendix 2

Equality Information - Annually

Who comes to our school? Equality information is provided below. A summary of our equality objectives is provided below. The complete document is also available, and can be downloaded by clicking on the link to the left of the page.

The key areas that we address are as follows:

Who Comes to Our School?

We document and analyse our school population by groups, which we have a statutory obligation to plan services for. As a school, our main function is to provide good access to educational opportunities and help/support our pupils to do well at school. We also ensure our procedures and practices do not disadvantage anyone in our school.

Advance equality of opportunity between those who share a protected characteristic and those who do not

Our main priority is to provide equal opportunities to access education according to individual needs, and to promote achievement and attainment for everyone who comes to our school. Ongoing analysis of our data informs our planning.

Foster good relations between those who share a protected characteristic and those who do not

We want our school community to be a welcoming and comfortable environment for all who come here. We work to foster an open environment where people feel they are being treated with dignity and respect.

Eliminate unlawful discrimination, harassment and victimisation (as defined by Equalities Act 2010)

Participation, engagement and satisfaction with our equalities practices

Continue to encourage a diverse workforce

We continue to involve all those at school in developing our equality practices.

