

EQUALITY AND DIVERSITY POLICY

Seeking Excellence | Nurturing Relationships | Venturing Beyond

Policy Reviewed – August 2020

Policy presented to Governors –September 2020

Date for Review – September 2022

Contents

Scope	3
Aims	3
Values, Principles and Standards	3
Objectives	4
Introduction	4
Policy Statement	4
Definitions	5
THE EQUALITY DUTY	6
Responsibilities:	7
Dealing with Prejudice Incidents	8
Monitoring and review	9

Scope

This policy is applicable to all employees of Cransley School including teaching, support staff and its pupil body. It also applies to job applicants and volunteers. Cransley School recognises the diversity of the community it serves and its responsibilities. It is committed to equal opportunities for all members of the school community and recognises its duty to promote equality of opportunity and to promote good relations between those of different races, religions and nationalities.

Aims

To set out the responsibilities to ensure that everyone is treated with dignity and respect, and that Cransley School acts within equal opportunities legislation. The policy also covers definitions of equality and diversity, discrimination; direct and indirect, and harassment and victimisation as defined by the Equality Act 2010.

The principle of non-discrimination will inform all aspects of Cransley School in all of its dealings with pupils, prospective pupils, staff, prospective staff, parents and others involved with the school including members of the community using school facilities.

Values, Principles and Standards

Equality of opportunity is fundamental to good practice in education, in which fairness of opportunity for all is a basic right. This policy is therefore underpinned by the following values, principles and standards:

- equality and social justice;
- acknowledging and valuing diversity;
- respect for others;
- compliance with equal opportunities legislation;
- elimination of all forms of prejudice and unfair discrimination;
- active challenge to stereotypes, prejudiced attitudes and unfair discriminatory behaviour;
- commitment to inclusive education which enables and supports all pupils to develop their full potential;
- accountability for compliance with this policy by all members of the School;
- communities and others engaged in school business or activities.

Objectives

The objectives of this Equality and Diversity Policy are to:

- develop an ethos which respects and values all people;
- actively promote equality of opportunity;
- prepare pupils for life in a diverse society;
- promote good relations amongst people within the school community and the wider communities within which we work;
- eliminate all forms of unfair discrimination, bullying, harassment or other oppressive behaviour through use of the School Disciplinary Procedures when required;
- deliver equality and diversity through our school policies, procedures and practice;
- do our utmost, within available resources, to remove barriers which limit or discourage access to school provision and activities;
- take positive action to provide encouragement and support to individuals and groups whose progress has been limited by stereotyping and cultural expectations;
- monitor the implementation of equality and diversity within the school;

Introduction

Cransley School is firmly committed to promoting and complying with equality of opportunity in all aspects of employment including recruitment, terms and conditions of service, development and training. Cransley School will take positive steps to create an employment culture through its governing body, senior leadership team, employees and volunteers, in which people feel confident of being treated with fairness, dignity and tolerance irrespective of the characteristics that they share or their individual differences. (Please see Staff handbook)

Policy Statement

No employee, volunteer, job applicant or pupil will receive less favourable treatment on the grounds of their gender or transgender, marital status or civil partnership, race, religion or belief, sexual orientation, age, disability, pregnancy or maternity or caring responsibility or will be disadvantaged by conditions or requirements which cannot be justified.

Definitions

Equality: Equality means treating everyone with fairness and respect and recognising the needs of individuals.

Cransley School will ensure that they promote an understanding of equality amongst its pupil body through the curriculum and pastoral care as well as complying with the legislation and principles across all areas of employment.

Diversity: Diversity acknowledges there are differences between people. Cransley School values and respects that variety of backgrounds, perspectives, values and beliefs that a diverse workforce brings to the school.

Cransley School will promote and celebrate diversity. The school recognises that that it can only deliver high quality services through its employees, and that it values and welcomes the perspectives and contributions that a diverse workforce brings to their roles, and will endeavour to secure a workforce that is representative of the wider community.

Direct discrimination: The Equality Act 2010 defines direct discrimination as occurring when someone is treated less favourably than another person because of a protected characteristic they have, are perceived to have, or because they are associated with someone who has a protected characteristic.

The protected characteristics, as set out in Section 4 of the Equality Act, are:

- age
- disability or a long term health condition;
- gender reassignment;
- marriage and civil partnership;
- pregnancy and maternity;
- race (which includes ethnic origin, colour and nationality);
- religion or belief;
- sex (previously referred to as gender); and sexual orientation.

Indirect discrimination The Equality Act 2010 defines indirect discrimination can occur when a condition, rule or policy in the school is applied to everyone but particularly disadvantages people who share a protected characteristic.

Indirect discrimination can be justified if you can show that you acted reasonably in managing your school, i.e. that it is a proportionate means of achieving a legitimate aim. The aim must be legitimate, and a real objective consideration such as the economic needs of running the school. But arguing that it is more expensive not to discriminate is unlikely to be considered a

valid justification. Being proportionate means being fair and reasonable, including showing that you have looked at "less discriminatory" alternatives to any decision made.

Cransley School is committed to developing employment policies, procedures and practices that do not discriminate unfairly or unlawfully against anyone and that promote equality of opportunity for all.

Harassment and victimisation: Harassment, as defined by the Equality Act 2010, is unwanted conduct or behaviour related to a 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.

Victimisation, as defined by the Equality Act 2010, is where an employee suffers less favourable treatment because they have brought proceedings or given evidence or information relating to such proceedings, or has alleged that discrimination occurred under relevant legislation.

Cransley School will not accept harassment and victimisation of any kind and perpetrators are liable to action under the school's disciplinary policy, school's Behaviour Policy and Anti-Bullying Policy. The school will also seek to educate our pupils so that no further harassment and/or victimisation takes place.

THE EQUALITY DUTY

Public Sector Equality Duty (PSED) As public bodies, schools must must comply with the Public Sector Equality Duty (PSED) introduced by the Equality Act 2010, which requires schools to have due regard to the need to:

Eliminate unlawful discrimination, harassment and victimisation and any other conduct that is prohibited by or under the Act; by removing or minimising disadvantages suffered by people due to their protected characteristic.

Advance equality of opportunity between different groups/people, who share a relevant protected characteristic and groups/people who do not; by taking steps to meet the needs of people from protected groups where these are different from the needs of other people.

Foster good relations between different groups/people who share a relevant protected characteristic and persons who do not share it; by encouraging people from protected groups to participate in public life or in other activities where their participation is disproportionately low.

Having due regard involves thinking consciously about how the school's existing and proposed policies and decisions impact on equality.

Responsibilities:

The Governors are responsible for:

- making sure the school follows all of its equality and diversity policies and codes and meets its legal responsibilities with respect to equality.

The Headmaster is responsible for:

- ensuring policies and procedures are in place to comply with all equality legislation;
- ensuring the school implements its equality and diversity policies and codes of practice;
- following the relevant procedures and taking action in cases of unfair discrimination, harassment or bullying;
- ensuring that appropriate records are kept of any cases of unfair discrimination, harassment or bullying.

School SMT are responsible for:

- putting the school's equality and diversity policies and codes into practice;
- making sure that all staff know their responsibilities and receive the support and training necessary to carry them out;
- following the relevant procedures and taking action in cases of unfair discrimination, harassment or bullying.

All staff are responsible for:

- promoting equality and diversity, and avoiding unfair discrimination;
- challenging any incidents of unfair discrimination or racial, sexual or other stereotyping, perpetrated by pupils or other staff;
- keeping up-to-date with equality law and participating in equal opportunities and diversity training;
- reporting any incidents of unfair discrimination, harassment or bullying to senior managers.

Pupils are responsible for:

- respecting others in their language and actions;
- following all of the School's equality and diversity policies and codes of conduct.

Dealing with Prejudice Related Incidents

Most bullying involves a series of incidents overtime. However, in the case of prejudice related discrimination/bullying, a single one off incident may have the same impact as a series of incidents. This is because it may be experienced by the person at the receiving end as part of a general pattern of prejudiced hostility. Consequently, it can be every bit as intimidating, rejecting, hurtful as a series of events over time.

Cransley School is a restorative school, which takes a restorative approach to resolving conflict and preventing harm. Restorative approaches enable those who have been harmed to convey the impact of the harm to those responsible, and for those responsible to acknowledge this impact and take steps to put it right through educating them about their prejudice/discrimination.

Cransley School will:

- Develop, implement and monitor effective equality policies.
- Have an inclusive Curriculum
- Develop an ethos which supports and proactively values difference and diversity.
- Ensure that all staff, teaching and non-teaching and governors are aware of these guidelines and the school's statutory responsibilities under the Equality Act 2010.
- Ensure all staff are clear about their role in tackling prejudice related discrimination.
- Make clear that teachers need to engage with not only the person responsible but with witnesses, by-standers and audiences.
- Clarify to all staff and pupils the procedure for reporting and dealing with incidents in the context of the school's work to tackle bullying.
- Inform parents/carers and governors of the action the school is taking to combat prejudice related incidents.
- Log **ALL** prejudice related incidents as they happen on the relevant log and record ALL actions taken in response to reported incidents.
- Support any pupils affected by issues and take steps to prevent reoccurrence

How to handle an incident:

- Listen to the pupil making the complaint and keep a record.
- Talk to anyone else and keep a record.
- Decide on level of sanction (stage 4 of the behaviour for Learning Expectations for a first offence)
- Inform Parents
- Inform the Pastoral Lead
- Complete the Prejudice related log
- Provide support for the victim/victims
- Monitor the situation
- Review the effectiveness of actions taken.

How you work with pupils:

- Think about the needs, feelings and wishes of the pupils on the receiving end
- Make sure the pupil is involved and knows what action is being taken
- Address any issues with the children and young people principally responsible (this should include witnesses and bystanders).
- Restorative justice work/restorative practice
- Monitor afterwards to ensure that the situation does not continue or is made worse.

Any prejudice related incident will be dealt with seriously and following the Behaviour for learning expectations, perpetrators will, for a first offence, serve a community exclusion with the Pastoral Lead or relevant staff to discuss their behaviour. Restorative practice will take place and the situation monitored. For a continuance of behaviour after restorative practice, some time of reflection will be spent at home, stage 5 of the Behaviour for Learning expectations. Any further incidents will be dealt with by the Headteacher.

Monitoring and Review

This Equality and Diversity Policy has been approved and adopted by the Governing Board of the School and will be reviewed every two years to ensure it remains compliant with Equality and Diversity legislation. Any new legislation will be included in the policy as and when it is brought into the public domain.

This policy must be read in conjunction with the Behaviour Policy and Anti-bullying Policy