

Sawley Junior School



Equality and Diversity Policy

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Sawley Junior School - Equality and Diversity Policy

1. Aims

- 1.1 Sawley Junior School seeks to be an equal opportunities education provider and employer and is opposed to all forms of unlawful and unfair discrimination. It is committed to being an organisation that values, recognises and responds to the diverse needs of our school community including our pupils, staff, volunteers, parents and carers, governors, trustees, visitors and neighbours. We aim to contribute to community cohesion through the positive influence and impact we can have in our local area.
- 1.2 Sawley Junior School is committed to being an organisation that recognises and celebrates difference within a culture of respect and co-operation. By promoting a culture of equality and inclusion in our school, we are creating a positive environment and a shared sense of belonging for all who work, learn and use the services of the school. We recognise that equality will only be achieved by the whole school community working together in partnership.
- 1.3 We recognise our responsibilities under the Public Sector Equality Duty (PSED) as set out in Section 149 of the Equality Act 2010. We aim to meet our obligations under the public sector equality duty by having due regard to the need to:
 - Eliminate discrimination, harassment, victimisation and other conduct that is prohibited by the Equality Act 2010
 - Advance equality of opportunity between people who share a relevant protected characteristic and people who do not share it
 - Foster good relations across all characteristics – between people who share a relevant protected characteristic and people who do not share it.
- 1.4 The Equality Act 2010 provides that a person shall not be discriminated against (i.e. treated less favourably), on the grounds of nine protected characteristics. The protected characteristics are:
 - age
 - disability
 - gender reassignment
 - marriage and civil partnership
 - pregnancy and maternity
 - race
 - religion or belief
 - sex, and sexual orientation.

2. Scope

- 2.1 This policy sets out our commitment to equality and diversity and how we intend to promote our aims and improve our provision. Equality and diversity principles and good practice are integral to all aspects of our activities and responsibilities.

- 2.2 This policy applies to everyone at Sawley Junior School (e.g. our pupils, parents/carers), everyone who works or volunteers for the school, everyone who applies to work for the school, and everyone who provides services to it.
- 2.3 This policy should be read in conjunction with:
- Equality Duty Information Report –this is published annually and reports on the objectives, progress, achievements, and relevant protected characteristics for each academic year.
 - Equality Objective and Actions - these are published annually and identify school objectives, proposed actions and outcome targets
 - School improvement Plans

3. Legislation and Guidance

- 3.1 This policy contributes to meeting 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 at least annually to demonstrate how they are complying with the three aims of the public sector equality duty
 - Publish equality objectives at least once every four years
 - Publish information about the diversity of the school population, relating to persons who share a relevant protected characteristic. This includes:
 - Pupils
 - Employees (*if the school employs 150 staff or more*). This is currently not a requirement for Sawley Infant & Nursery School.
- 3.2 This policy is based on the Department for Education (DfE) guidance: The Equality Act 2010 and schools. It also complies with the Sawley Junior School funding agreement and articles of association.

4. Roles and Responsibilities

- 4.1 The **Sawley Junior School Governing Body** approve the Equality and Diversity policy and oversee compliance with the public sector equality duty.
- 4.2 The **governing body** will:
- ensure that the equality information as set out in this statement is published and communicated throughout the school, including to staff, pupils and parents
 - ensure that specific and measurable objectives are set for the school, published on the school website and reviewed and updated at least once every four years.
 - ensure that progress against objectives is published at least annually
 - delegate responsibility for monitoring the policy on a daily basis to the headteacher
 - nominate a link governor for equality and diversity

4.3 The **equality link governor** will:

- meet with the designated member of staff for equality and other relevant staff members, to discuss any issues and how these are being addressed
- ensure they are familiar with all relevant legislation and the contents of this document
- attend appropriate equality and diversity training when available
- monitor progress against the published equality objectives
- consider implications for equality, diversity and accessibility during policy development and review (Equality impact assessment (EIA) template (see Appendix 2)
- report back to the full governing body regarding any issues

4.4 The **headteacher** will:

- give a consistent and high-profile lead on equality and diversity
- promote knowledge and understanding of the equality and diversity policy amongst staff and pupils (see Appendix 3)
- ensure that all staff know their responsibilities and receive the support and training necessary to carry them out
- monitor success in achieving the policy and report back to governors
- follow the relevant procedures and take action in cases of unfair discrimination, harassment, bullying or victimisation
- ensure policies and procedures are in place to comply with equalities legislation and consider implications for equality, diversity and accessibility during policy development and review (Equality impact assessment (EIA) template (see Appendix 2)

4.5 The **designated member of staff** (if a role is allocated) for equality and diversity will:

- support the headteacher in promoting knowledge and understanding of the equality objectives amongst staff and pupils
- meet with the equality and diversity link governor to raise and discuss any issues
- support the headteacher in identifying any staff training needs, and deliver training as necessary

4.6 **All staff** (teaching and non-teaching) are responsible for:

- promoting equality and diversity, and avoiding unfair discrimination
- actively responding to any incidents of unfair discrimination, related to protected characteristics perpetrated by students, other staff or visitors
- keeping up-to-date with equality law and participating in equal opportunities and diversity training

4.7 **Pupils** are responsible for:

- respecting others in their language and actions

4.8 **Everyone** in our school community including staff, pupils, volunteers and visitors, are expected to abide by this policy and help create an environment where equal rights and respect for diversity are promoted.

4.9 In implementing this policy, we will:

- communicate the policy and our principles to all staff, volunteers and visitors;
- ensure the issues covered in this policy are raised and discussed on a periodic basis to ensure that all staff and volunteers remain fully aware of their responsibilities in relation to equality and diversity;

5. Eliminating Discrimination

- 5.1 Sawley Junior School are aware of their obligations under the Equality Act 2010 and comply with non-discrimination provisions.
- 5.2 Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.
- 5.3 The school will endeavour through appropriate training to ensure that it will not consciously or unconsciously discriminate in the selection or recruitment of applicants.
- 5.4 The headteacher ensures that all appointment panels give due regard to this policy so that no one is discriminated against when it comes to employment, promotion or training opportunities.
- 5.5 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.
- 5.6 New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training.
- 5.7 Schools will identify a designated member of staff for monitoring equality issues, and an equality link governor. They will regularly liaise regarding any issues and make senior leaders and governors aware of these as appropriate.

6. Advancing Equality of Opportunity

- 6.1 In accordance with the DfE guidance on the Equality Act, Sawley Junior School aim to advance equality of opportunity by:
- Removing or minimising disadvantages suffered by people, which are connected to a particular characteristic they have (e.g. pupils or staff, parents, carers, visitors, etc. with disabilities)
 - 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 clubs)
 - We will aim for our workforce, including volunteers, to reflect the diverse society whom we serve and provide a working environment free from any form of discrimination, harassment, intimidation, bullying or victimisation.
 - We recognise that the provision of equality of opportunity in all our activities will benefit the school. Our policy will help all staff to develop to their full potential and the talents and resources of staff will be utilised fully to maximise the effectiveness of the work of the school.

7. Fostering Good Relations

- 7.1 Sawley Junior School aim to foster good relations between those who share a protected characteristic and those who do not share it by:

- Actively promoting equality and diversity through the curriculum and by creating an environment that champions respect for all.
- 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 and health education (PSHE), but also activities in other curriculum areas. For example, as part of teaching and learning in English/reading, pupils are introduced to literature from a range of cultures.
- Holding assemblies dealing with relevant issues. Pupils are encouraged to take a lead in such assemblies and we 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 councils have representatives from different year groups and are formed of pupils from a range of backgrounds. All pupils are encouraged to participate in school activities, such as sports clubs. We also work with parents/carers to promote knowledge and understanding of different cultures
- Encouraging mutual respect through PSHE and RE curriculums, the school Behaviour policy, the Equality & Diversity policy, and the Equality Plan.

8. Equality Considerations in Decision Making

- 8.1 Sawley Junior School actively consider our equality duties and ask ourselves relevant questions, taking into account 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; and
 - has equivalent facilities for boys and girls
- 8.2 This equality impact assessment is undertaken as part of the planning and risk assessment process when planning school trips and activities and is recorded by the member of staff organising the activity. Details of the assessment are stored with the completed risk assessment/s for the activity.
- 8.3 We take seriously the need to consider the equality implications when we develop, adapt and review any policy or procedure and whenever we make significant decisions about the day to day life of the school. Link governors can refer to the equality impact assessment (EIA) template to reflect on implications during policy reviews. **(See Appendix 2: EIA)**

9. Equalities Objectives & Action Plan

- 9.1 Sawley Junior School recognises that the actions resulting from a policy statement such as this are what make a difference. Each year Sawley Junior School will draw up an action plan within the framework of the overall school improvement plan, to set out the specific actions and projects that shall be undertaken to implement the principles outlined above.

10. Links with other Policies

- 10.1 This document links to other Sawley Junior School policies and documents including:
- Equality Duty Information Report

- Equalities Action Plan
- Accessibility Policy & Plan
- Risk Assessments
- Equality Impact Assessments
- Special Educational Needs and Disabilities Policy
- Disciplinary Policy
- Grievance Policy
- Recruitment and Selection Policy
- Safer Recruitment Policy
- Complaints Policy
- Pupil Admissions Policy
- Behaviour Policy
- Anti-bullying Policy
- Induction materials and staff training

11. Application of the Principles within this Policy Statement:

11.1 The principles outlined in the policy statement will be applied and reflected in:

- The delivery of the school curriculum
- The teaching and learning within the school
- Our practice in relation to pupil progress, attainment, and achievement
- Our teaching styles and strategies
- Our policies and practice in relation to admissions and attendance
- Our policies and practice in relation to staff
- Our care, guidance and support to pupils, their families and staff
- Our policies and practice in relation to pupil behaviour, discipline, and exclusions
- Our partnership working with parents and carers
- Our contact with the wider school community

12. Publication

12.1 The Sawley Junior School Equality and Diversity Policy and the associated Equality Duty Information Report are made available online on the school website. Paper copies and copies in other formats can be made available upon request. Our children are helped to understand our policy through age-appropriate means such as child friendly poster or displays, PSHE lessons, assemblies and individual discussions relating to individual needs.

13. Consultation

13.1 The Equality and Diversity Policy and associated Equality Objectives, have been developed based upon internal review and evaluation, formal and informal consultations with pupils, parents, staff, and governors

of each school and take into account feedback received. Outside agencies and specialists are also consulted where appropriate.

14. Monitoring and Review Arrangements

14.1 The academy governing body, link governor and the headteacher will review and update the equality information relevant to each school at least every year.

14.2 This Equality and Diversity policy is approved by the Sawley Junior School governing body.

14.3 This policy will be reviewed by the academy governing body and headteachers at least every 3 years.

15. Raising concerns

15.1 If you have any concerns relating to equality and diversity issues, please contact the headteacher in the first instance to discuss your concerns. If you are not satisfied with the outcome of these discussions, the One Academy Trust Complaints Procedure covers the accessibility plan and sets out the formal process for raising these concerns. For staff, the One Academy Trust Grievance Procedure may be relevant.

Equality Objectives & Actions: 4 Year Plan (2023-27)

Objective	Headline	Rationale	Proposed Action	Outcome Targets
Eliminate discrimination, harassment, victimisation				
			•	
			•	
Advance equality of opportunity between people				
			•	
			•	
Foster good relations across all characteristics				
			•	
			•	

Equality Impact Assessment Form – for Policies / Procedures

EIA completed by:		Role	
Contributors to EIA:		Role	
Date completed:			

Policy /Procedure name:	
Last review date	
Policy status (New or existing)	

This policy will affect (add or delete groups)			
Pupils	Parents	Groups:	Individuals:
Staff	Volunteers		
Trustees	Visitors		
Governors			

Impact analysis				
➤ Indicate what type of impact this policy will have for each group, and explain why ➤ If a policy doesn't impact a group, tick the 'neutral impact' column and record this ➤ Remember that a policy may impact a group in multiple ways. E.g., your curriculum policy may positively impact BAME pupils by promoting mutual respect and tolerance, but negatively impact by failing to promote material that highlights a variety of cultures and ethnicities				
Group	Positive impact	Neutral impact	Negative impact	Why will the policy have this effect?
Sex				
Race				
Religion or belief				
Sexual orientation				
Gender reassignment				
Pregnancy or maternity				

Age				
Disability				
Marriage or civil partnership				
English as an additional language				
Looked-after children				
Families with separated parents				
Other				

Consultation and stakeholder engagement

Include details of any internal or external consultation done, and its outcomes

For example:

- We consulted with an anti-racism charity and made several additions they recommended to our policy
- We held a meeting with all staff members to give them a chance to share their views, both through anonymous feedback ahead of time and in person

Final decision on policy

- Remove the policy (if it's not statutory)
- Consult more widely or investigate / develop further
- Adapt the policy to address the equality issues you've identified
- Keep the policy without change

Monitoring arrangements

- Details of how the EIA outcome will be monitored
- Any further consultation or stakeholder engagement

Date of next policy review

Equality and Diversity Pledge - EveryONE Matters

People come in many forms and have many different interests, needs, thoughts, beliefs, ideas, strengths and challenges. We can all be similar or different in many ways and EVERY-ONE deserves to aspire, achieve and thrive!

Eliminate discrimination

Advance equality of opportunity

Foster good relations



We will work together to celebrate being
diverse and **equal**!



VERSION CONTROL			
VERSION	DATE	AUTHOR	CHANGES
v1	Oct 2015	J Haigh	
v2	March 2019	J. Haigh	Policy amended in-line with model policy approved by Forbes solicitors.
v2.1	April 2019	J. Haigh	Updated following consultation with HTs
v3	Nov 2020	DD	Updated to make provision for adults more explicit & link with E&D Information Report. Reviewed & approved by HTs & directors
V1	Dec 2023	M Harral	Adapted to be adopted as an individual school / academy report following trust merger
V 1.0	Feb 2024	A Burton	Adapted to Sawley Junior School