



Basildon C.E. Primary School Equality Policy and Schemes

Document Control

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Change History

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1. AIM

At Basildon C.E. Primary School, we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of age, disability, gender, gender reassignment, race, religion or belief, sexual orientation or social-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and are able to participate fully in school life.

The achievement of pupils will be monitored by race, gender and disability and we will use this data to support pupils, raise standards and ensure inclusive teaching. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all. At Basildon C.E. Primary School, we believe that diversity is a strength that should be respected and celebrated by all those who learn, work and visit here.

At Basildon C.E. Primary School, we undertake our duty to act on all opportunities to promote lasting community cohesion and welcome our obligations under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations within our immediate and wider school community.

2. Purpose

The purpose of this policy is to show how we are integrating equality into the school's core priorities and functions, which enables us to:

- Demonstrate how promoting equality and eliminating discrimination can help to raise standards.
- Ensure that equality and diversity are part of the school's core business both as a provider of education and as an employer.
- Promote community cohesion and good relations between pupils and staff of different backgrounds through education.
- Place the school in a position, which is regarded by everyone as an environment that affords respect and fair treatment of all.

3. Applicability

This Equality Policy applies to all of the school's pupils, staff, governors, parents/carers, visitors and community users.

The policy supports our responsibilities in relation to the Public Sector Equality Duty under section 149 of the Equality Act 2010. This states that, in carrying out their functions, public bodies, including schools, are required to have due regard to the need to:-

- Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act;
- Advance equality of opportunity between people who share a protected characteristic and those who do not;
- Foster good relations between people who share a protected characteristic and those who do not.

The Equality Act 2010 has broadened the groups that are protected to include nine protected characteristics. We all have one or more of the protected characteristics, so the Act protects everyone against unfair treatment. The protected characteristics are:-

- (i) **Age:** where this is referred to, it refers to a person belonging to a particular age (e.g. 32 year olds) or range of ages (e.g. 18 - 30 year olds).

- (ii) **Disability:** a person has a disability if s/he has a physical or mental impairment which has a substantial and long-term adverse effect on that person's ability to carry out normal day-to-day activities.
- (iii) **Gender Reassignment:** the process of transitioning from one gender to another.
- (iv) **Marriage and Civil Partnership:** In England and Wales marriage is no longer restricted to a union between a man and a woman but now includes a marriage between a same-sex couple. Same-sex couples can also have their relationships legally recognised as 'civil partnerships'. Civil partners must not be treated less favourably than married couples (except where permitted by the Equality Act).
- (v) **Pregnancy and Maternity:** Pregnancy is the condition of being pregnant or expecting a baby. Maternity refers to the period after the birth, and is linked to maternity leave in the employment context. In the non-work context, protection against maternity discrimination is for 26 weeks after giving birth, and this includes treating a woman unfavourably because she is breastfeeding.
- (vi) **Race:** Refers to the protected characteristic of Race. It refers to a group of people defined by their race, colour, and nationality (including citizenship) ethnic or national origins.
- (vii) **Religion or Belief:** Religion has the meaning usually given to it but belief includes religious and philosophical beliefs including lack of belief. Generally, a belief should affect your life choices or the way you live for it to be included in the definition.
- (viii) **Sex:** A man or a woman.
- (ix) **Sexual Orientation:** Whether a person's sexual attraction is towards their own sex, the opposite sex or to both sexes.

To show how we are complying with the Act, we are required to:

- Publish information that illustrates how our school impacts on the different protected characteristics;
- Investigate, set and publish objectives that will improve equality in our school.

4. Aims and Objectives

At Basildon C.E. Primary School, we will ensure compliance with relevant legislation and that no one with a protected characteristic receives less favourable treatment.

We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, we will:

- Use contextual data to improve the ways in which we provide support to individuals and groups of pupils;
- Monitor achievement data by ethnicity, gender and disability and action any gaps;
- Take account of the achievement of all pupils when planning for future learning and setting challenging targets;
- Ensure equality of access for all pupils and prepare them for life in a diverse society;
- Use materials that reflect the diversity of the school, population and local community in terms of race, gender and disability, without stereotyping;
- Promote attitudes and values that will challenge racist and other discriminatory behaviour or prejudice;
- Provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures;
- Seek to involve all parents/carers in supporting their child's education;
- Encourage classroom and staffroom discussion of equality issues which reflect on social stereotypes, expectations and the impact on learning;
- Include teaching and classroom-based approaches appropriate for the whole school population, which are inclusive and reflective of our pupils.

5. Reasonable Adjustments

At Basildon C.E. Primary School, we are aware of our duty under the Equality Act 2010 to provide reasonable adjustments for disabled pupils. A disability is defined as a physical or mental impairment that has a long-term and substantial adverse effect on the pupil's ability to carry out normal day-to-day activities.

We take positive steps to ensure that disabled pupils can fully participate in the education provided by the school and that they can enjoy the other benefits, facilities and services that we provide for pupils.

6. Roles and Responsibilities

The governors are responsible for:

- Adopting and monitoring the Equality Policy and equality objectives;
- Ensuring the school takes all reasonable steps to ensure that its employees do not carry out unlawful discriminatory actions or behaviour;
- Supporting and guiding the school to have 'due regard' for equality in all its functions;
- Ensuring the school complies with the two 'specific' duties to publish equality information and objectives;
- Designating a named governor with responsibility in this area to ensure that the school eliminates unlawful discrimination and promotes equality of opportunity.

The Headteacher is responsible for:

- Implementing the school's Equality Policy within the school;
- Undertaking Equality Impact Assessments for relevant actions, policies, procedures and changes in the school;
- Providing appropriate training for staff in equal opportunities and diversity and its implications for teaching and learning;
- Ensuring all staff are aware of their responsibilities in relation to equality and diversity;
- Ensuring that all staff appointment panels give due regard to this Policy in order that no one is discriminated against when it comes to employment, pay, performance management, promotion and training opportunities;
- Promoting the principles of equal opportunity and diversity when developing the curriculum, as well as promoting respect for other people in all aspects of the school's work;
- Ensuring that due regard is given to the principles of equality and diversity with respect to all school policies;
- Encouraging staff to intervene in a positive way against any occurrence of discrimination;
- Treating all reports of incidents of unfair treatment, discrimination, harassment and victimisation with due seriousness;
- Reporting any serious incidents involving equality and diversity implications to the Governing Body via the termly Head Teacher to Governor report process (i.e. three times per annum);
- Providing the Governing Body with appropriate data to enable them to monitor equality.

All staff are responsible for:

- Contributing to the achievement of the school's Equality Objectives;
- Adhering to the school's Equality Policy;
- Ensuring that all staff, adults and pupils are treated fairly, equally and with dignity and respect;
- Not discriminating against any member of staff, adult or pupil;
- Taking care when selecting classroom materials, paying due regard to the sensitivities of all members of the class and not using resources that are discriminatory in any way. Staff should strive to provide materials that give positive images based on race, gender and disability and challenges stereotypical images;
- Taking care when designing long term planning, paying due regard to the choice of topic to study and how to approach sensitive issues;
- Challenging any incidents of prejudice or discrimination and report these to the Head Teacher or Governing Body as appropriate.

All pupils are responsible for:

- Adhering to the school's Equality Policy within the school premises, when representing the school at off-site events and when travelling to and from school;
- Treating all staff, adults and other pupils fairly, equally and with dignity and respect;
- Not discriminating against any member of staff, adult or pupil. Prohibited behaviour is set out in section 8 below;
- Raising any incidents of prejudice or discrimination and report these to a teacher immediately.

Employees are expected to:

- treat customers and colleagues fairly and with respect;
- promote equality of opportunity within the Council, and externally with customers, communities and partners;
- take into consideration the impact on service users, and consult effectively with them when designing new policies or services;
- familiarise themselves with this policy and acting in accordance with it.

All visitors and contractors will be expected to comply and follow our Equality Scheme.

7. Policy

West Berkshire Council recognises that the needs of our service users and employees are diverse and that we must consider these differences when developing our activities. We understand that one size does not fit all, and we strive to develop services and practices that will be suitable for all.

We are committed to ensuring that equality and diversity lie at the heart of our services and employment practices and will work to remove the barriers that limit access and opportunity. We welcome and embrace the strength and resilience that diversity brings to the district.

We endeavour to treat our service users, employees, and contractors with respect and dignity and according to the framework set out in legislation. We will ensure that no one is treated less fairly on the grounds of age, disability, gender, gender identity, race, religion, belief, sexual orientation, or on any other grounds, as set out in legislation, which cannot be justified.

In order to meet our aims, West Berkshire Council will:

- ensure a continuing strategic lead for equalities supported by appropriate policies and guidance;
- have regard to our obligations under relevant legislation, including the requirement to duly consider people from all communities in the formation of our policies and services;
- promote equality and good relations between people who share a relevant protected characteristic and people who do not share it;
- promote an environment free from discrimination, bullying and harassment, and tackle behaviour in contravention of this;
- recognise and value the differences and individual contribution that people make;
- treat our customers, colleagues and partners fairly and with respect

8. Prohibited Behaviour Under the Equality Act

Harassment on account of any of the protected characteristics is unacceptable and is not tolerated within the school environment. All staff are expected to deal with any discriminatory incidents that may occur. They are expected to know how to identify and challenge prejudice and stereotyping; and to support the full range of diverse needs, according to a student's individual circumstances.

Racist and homophobic incidents and other incidents of harassment or bullying are dealt with by the member of staff present, escalating to a class teacher/head teacher where necessary. All incidents are reported to the head teacher and the governing body as they occur.

Harassment on grounds of any of the protected characteristics or other factors such as socio-economic status, can take many forms including verbal or physical abuse, name calling, exclusion from groups and games, unwanted looks or comments, jokes and graffiti.

Types of discriminatory incidents include:

- Physical assault against a person or group because of their colour, ethnicity, nationality, disability, sexual orientation gender reassignment or gender;
- Use of derogatory names, insults and jokes;
- Racist, sexist, homophobic or discriminatory graffiti;
- Provocative behaviour such as wearing racist, sexist, homophobic or discriminatory badges or insignia;
- Bringing discriminatory material into school;
- Verbal abuse and threats;
- Incitement of others to discriminate or bully due to victim's race, disability, gender, sexual orientation or gender reassignment;
- Discriminatory comments in the course of a discussion;
- Attempts to recruit others to discriminatory organisations and groups;
- Ridicule of an individual for difference e.g. food, music, religion, dress etc.;
- Refusal to co-operate with other people on grounds or race gender, disability, sexual orientation or gender reassignment.

9. Failure to comply with the Equality Policy

Job applicants and service users who feel they have been subject to unfair discrimination can make a complaint under the Council's Complaints Procedure.

Employees who feel they have been subject to unfair discrimination can raise the issue informally with their line manager, or formally under the terms of the school's adopted Grievance Procedure.

Employees who are alleged to have committed an act of unfair discrimination may be liable to disciplinary action in accordance with the school's adopted Disciplinary Procedure.

Any individual or organisation working for the Council who commits an act of unjustified or unlawful discrimination, or allows discrimination to occur without taking appropriate action, may have their contract terminated.

Anyone to whom this policy applies, who commits an act of unjustified or unlawful discrimination, or allows discrimination to occur without taking appropriate action, may also be liable to a claim being brought against them by the victim in the Civil Court.

10. Responding to and Reporting Incidents

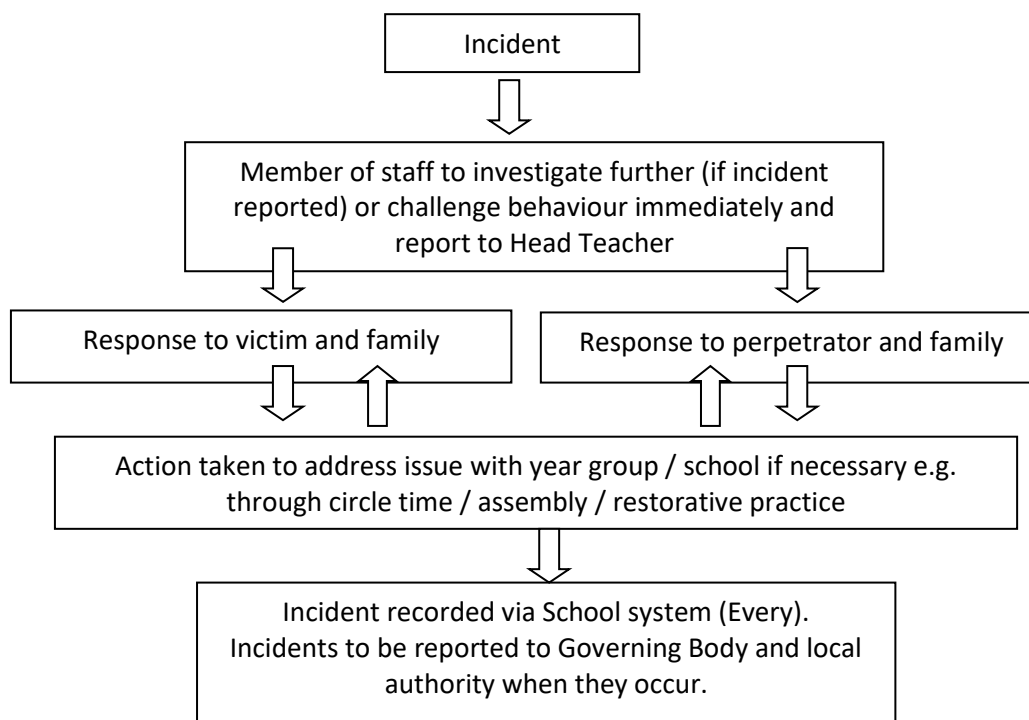
It should be clear to pupils and staff how they report incidents. All staff, teaching and non-teaching, should view dealing with incidents as vital to the well-being of the school.

Incidents relating to staff will be dealt with under the following policies and procedures (as appropriate):

- Anti-Bullying Policy
- Behaviour Policy
- School Grievance Procedures
- Staff Code of Conduct
- Staff Disciplinary Procedure

Incidents involving the Governing Body should be referred to the Chair of Governors.

The procedure for responding and reporting incidents involving pupils is outlined below:



11. Monitoring and Review

The School Leadership Team and Governing Body recognise that action and progress in relation to equality and diversity needs to be monitored and analysed and in order to do this, we will:

- Assess the impact of our policies, practices and procedures;
- Review the school's Equality Policy in line with current legislation and any other improvements identified;
- Review the Equality Objectives annually and publish them at least once every four years;
- Monitor data on pupils' achievements, attendance and participation by race, gender and disability and use this to inform strategies to raise achievement;
- Monitor the requirement and selection process to ensure that no individual applying for a post at the school is discriminated against;
- Monitor the school's admissions, behaviour and exclusion policies to ensure that pupils from minority groups are not disadvantaged as a result of the application of these procedures;
- Monitor the use of services to ensure that all sections of the wider community have equal and fair access to services provided;
- Monitor the non-use of school services and take action if barriers to access school services exist;
- Undertake workforce profiling, including the monitoring of school workforce and student demographics;
- Ensure information is available in alternative formats and languages, and that meetings are held in accessible buildings and at suitable times.

12. Published Data

We will publish the following data on the school's website:-

- Equality Objectives will be published at least once every four years.
- Equality data relating to staff and pupils who share a protected characteristic will be published annually to show how the school is complying with the Public Sector Duty.

N.B. Data relating to the workforce is only required for schools with 150 staff or more.

This **could** include:

- (i) The race, disability, gender and age distribution (where appropriate);
- (ii) An indication of likely representation on sexual orientation and religion/belief (provided no one can be identified as a result);
- (iii) An indication of any issues for transsexual staff and pupils, based on engagement with transsexual staff or voluntary groups;
- (iv) Staff grievances and dismissals;
- (v) Pupil exclusions;
- (vi) Attainment data to show how pupils with different characteristics are performing;
- (vii) Information on the steps being taken in response to the analysis undertaken of the available attainment data.

13. Equality Objectives

Equality objectives may arise from analysis schools have carried out on their published data or other information, where they have identified an area where there is potential for improvement on equalities. Alternatively equality objectives may be set in anticipation of a change in local circumstances. Some examples for primary schools might be, however these would clearly change over time:

Primary Schools
To reduce the incidence of homophobic language, hostile attitudes and behaviour towards and between, pupils with and without a disability
To promote spiritual, moral, social and cultural development through all appropriate curricular opportunities, with particular reference to issues of equality and diversity
To reduce the number of prejudice-based incidents, in particular towards Gypsy, Roma and Traveller pupils and increase understanding of equality through direct teaching across the curriculum
To narrow the gap between boys and girls in mathematics at Level 5
To narrow the gap between boys and girls in writing by the end of KS1
To promote cultural development and understanding through a rich range of experiences both in and beyond the school
To continually consider how well the school ensures equality of opportunities for all its pupils
To tackle prejudice and promote understanding in relation to people with disabilities
To narrow the gap in mathematics between boys and girls at the end of Key Stage 1
To narrow the gap between children with and without disabilities at the end of Key Stage 2.

14. Further Documentation

- Consultation Policy (West Berkshire Council)
- Department for Education Advice: The Equality Act 2010 and Schools (May 2014)
- Equality Act 2010
- Equality Impact Assessment Guidance (West Berkshire Council)
- Non-statutory guidance on the Equality Duty (Equality and Human Rights Commission)

15. Other Related Statutory Policies for Schools

- Accessibility Plan
- Anti-Bullying Policy
- Behaviour Policy
- Behaviour Principles Written Statement
- Capability of Staff (Staff Capability)
- Complaints (incorporating the Complaints Procedure and Persistent Complainants)
- Premises Management Documents
- School Grievance Procedures
- School Information Published on a Website
- Staff Code of Conduct
- Staff Disciplinary Procedure

16. Review Cycle

This policy and scheme will be reviewed to respond to any changes and at least every 2 years.

RACE EQUALITY SCHEME

1. Introduction

Members of this school are drawn from the wider community in which racism may exist. We operate as an inclusive organisation recognising and embracing differences. We are a school that celebrates ethnic, linguistic, and religious diversity.

Basildon C.E. Primary School provides an education for all, acknowledging that the society we are part of is enriched by ethnic diversity, culture and faith of its citizens. The curriculum encourages schools to prepare for life in a world where they will meet, live and work with many different people.

2. Aims

Therefore, this school:

- is opposed to all forms of racism which seek to disadvantage persons on the grounds of colour, culture or ethnic origin;
- will continue to re-appraise and develop its organisation and curriculum in order to create an ethos that meets the needs of all its pupils and so provide the best possible environment in which they may achieve their full potential;
- will not tolerate racist behaviour such as name calling, stereotyping of all ethnic groups, insulting remarks, offensive graffiti, and undue pressure on individuals and bullying. It will not use literature that is racially biased, nor will it allow the distribution of racist literature or pamphlets or permit the wearing of racially offensive symbols;
- will take immediate action against racist offences. Those responsible will be made aware of the schools opposition to racism and reasons will be given. Sanctions will be applied as judged appropriate according to the circumstances and having in mind a positive outcome;
- will be aware of the need to publicise its Race Equality Scheme. It will keep under review and maintain a system of monitoring their effectiveness.

3. Responsibilities

The governing body will ensure that the school complies with the duty under the Race Relations (Amendment) Act and that its policies and related strategies and procedures are implemented.

The Headteacher

- will be responsible for the implementation of the policy and ensuring all staff are aware of their responsibilities and given training and support.
- will be given specific responsibility for co-ordinating racial equality across the school and for dealing with specific racist incidents.

All staff will be responsible for dealing with racist incidents, challenging racial bias and stereotyping, promoting equality and keeping up to date with race relations legislation by attending training.

Visitors will be made aware of their responsibility to comply with the school's policy.

4. Breaches of the policy

These will be dealt with, in the first instance by the Headteacher and referred to the Governing Body. Please refer to the Staff Discipline Policy.

5. Policy, planning, review

Ethnic monitoring data will be used to monitor the attainment and progress of pupils by racial group and set targets as part of strategic plans. Information will be shared with the school community in the newsletters from the Governing Body.

DISABILITY EQUALITY SCHEME

1. Introduction

The Disability Discrimination Act (2005) lays on schools, amongst other public sector bodies, a “Disability Equality Duty” requiring them to take a more proactive approach to promoting disability equality by:

- eliminating discrimination,
- eliminating harassment related to a disability,
- promoting equality of opportunity between disabled people and other people,
- promoting positive attitudes towards disabled people,
- encouraging participation by disabled people in public life,
- taking steps to take account of disabled people's disabilities even where that involves treating disabled people more favourably than other people

This Scheme outlines the approach our school takes in its discharge of this duty.

2. Definition

The Act defines a disabled person as someone who has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

In this context “substantial” means neither minor nor trivial, “long-term” means that the effect of the impairment has lasted or is likely to last for at least 12 months, “normal day-to-day activities” include everyday things like eating, washing, walking and going shopping. A normal day-to-day activity must affect one of the 'capacities' listed in the Act which include mobility, manual dexterity, speech, hearing, seeing and memory.

A “disabled person” could be a pupil, member of staff, a parent or carer, or any other user of the school.

3. Statement of principle

Basildon C.E. Primary School will not discriminate against disabled persons. We will be empathetic and caring in our dealings with such persons; we will give them favourable treatment if appropriate, without being patronising.

In particular, we will endeavour to develop these characteristics in our pupils as part of our strategic aim for their personal development.

We will take all reasonable steps to accommodate the needs of disabled persons, but as we are a small school with limited resources there will be physical limitations to our ability to do so in some cases, particularly in the short-term.

4. Responsibility for the scheme

The Governing Body of Basildon C.E. Primary School has the responsibility for ensuring that the efficacy of the Scheme is monitored and the Scheme itself is reviewed annually and kept current.

5. Gathering evidence

In order to understand the needs of the disabled persons in our community and the efficacy of our Scheme we will:

- identify those persons who are disabled at the inception of the scheme, those who develop a disability whilst part of our community, and disabled newcomers,
- understand their individual needs,
- assess the degree to which our facilities meet their needs,
- monitor (in the case of pupils) the degree to which they are able to participate in the normal activities of the school,

- monitor (in the case of pupils) the degree to which they are able to achieve their full potential,
- and be on the lookout for instances of harassment or bullying.

Given the size of our school and its “family” atmosphere we have determined that an ongoing formal evidence-gathering process would be overkill. **Governors** and **members of the teaching staff** will therefore gather the above evidence in the normal course of their duties. It is the task of the **Governing Body** to consolidate the evidence as a part of their monitoring function.

6. Impact of the duty on school policies

As each policy comes up for review the responsible review body will actively scrutinise it to ensure that it does not inadvertently discriminate against disabled persons.

7. Taking action

In many (possibly most) cases action to accommodate the needs of a disabled person will be taken by **school staff** at the time his/her disability becomes apparent.

There will however be cases where legislation or changing social attitudes raise more generic issues (e.g. health & safety, wheelchair access, school trips). These may require more concerted action and capital investment. Similar action may be required to address generic issues arising from the evidence gathered.

Identification of such actions will be the responsibility of the **Governing Body**. They will be incorporated into our ongoing “Accessibility Plan”.

Our Accessibility Plan details the actions currently in hand or planned, their expected outcome, the timeframe for their implementation and the particular person(s) or body responsible for their implementation.

GENDER EQUALITY SCHEME

1. Legislative Context

The Equality Act (2006) amended the requirements of the Equal Pay Act (1970) and the Sex Discrimination Act (1975). It added to the duty to eliminate sexual discrimination and sexual harassment, the duty to promote gender equality.

2. Social Context

We recognise that despite many years of individual legal rights to sex equality, there is still widespread discrimination and persistent gender inequality. Both sexes suffer from the stereotyping of their roles and needs and such stereotyping has to be understood, challenged and overcome.

3. Mission Statement and Values

At Basildon C.E. Primary School, we are committed to ensuring equality of education and opportunity for staff, pupils and all those receiving services from the school, irrespective of gender. The achievement of all pupils and students will be monitored on the basis of gender and we will use this data to raise standards and ensure inclusive teaching. We will aim to provide our pupils with a firm foundation which will enable them to fulfil their potential, regardless of gender or stereotypes. We will seek to eliminate unlawful discrimination against pupils and staff by adhering to our duties as an employer under the legislation.

At Basildon C.E. Primary School, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

4. The General Duty

In accordance with our school's mission statement and values, we welcome the statutory Gender Equality Duty. In compliance with the General Duty, Basildon C.E. Primary School has due regard for the need to, and works to:

- Eliminate unlawful sexual discrimination
- Eliminate sexual harassment
- Promote gender equality

By unlawful sexual discrimination, we mean treating one person less favourably than another on grounds of sex or gender. We understand that this could be done directly but that it could also occur indirectly. Indirect discrimination means that a particular policy or practice may impact more negatively on one gender than on the other, or may favour one gender to the disadvantage of the other.

By sexual harassment, we refer to behaviour or remarks based on a person's sex or gender, perceived to be unpleasant, threatening, offensive or demeaning to the dignity and self-esteem of the recipient or subject. We see such behaviour as also damaging to the perpetrator. Please refer to our school's Behaviour and Anti-Bullying policies

We understand 'sex' to refer to the **biological** differences between males and females and 'gender' to refer to the wider **social** roles and responsibilities which structure our lives. By promoting gender equality our intention is to recognize and help overcome those lasting and embedded patterns of advantage and disadvantage which are based on socially ascribed gender stereotypes and assumptions.

We understand that in some circumstances it may be appropriate to treat girls and boys, and women and men differently, if that action is aimed at overcoming previous, current or possible future disadvantage.

We will take steps to counteract the effects of any past discrimination in staff recruitment. Where we are uncertain whether there is a genuine occupational requirement for preference to be given to the employment of someone of a particular gender we will seek specialist advice.

We understand the three parts of the duty to be different, but that they should normally support each other. However, we are aware that achieving one may not lead to achieving all three.

In taking due regard we will exercise the principles of proportionality and relevance. By this we mean that the weight we give to gender equality will be proportionate to its relevance to a particular function. The greater the relevance of a function to gender equality, the greater regard we will pay to it.

5. The Specific Duties

We welcome the responsibility to think and act more strategically about gender equality. We are working to develop our understanding of the major gender equality issues in our school's functions and services. In order to do this we:

- collect and analyse school data and other gender equality relevant information, including data about our local area
- consult all staff, pupils, parents and relevant local communities
- when reviewing all our school policies and practices, ensure we assess the ways in which they might impact on gender equality
- ensure governors, staff, pupils, parents and others in our school are accountable and understand their responsibilities with regard to preventing discrimination and harassment and promoting gender equality
- assess and address the causes of any gender pay gap

6. Responsibilities

All governors, staff, volunteers, pupils and their families need to develop an appropriate understanding of, and act in accordance with, the school's Gender Equality Scheme.

The school governors are responsible for ensuring that the School prepares, publishes, implements and reviews a Gender Equality Scheme, and in particular the employment implications of meeting the Duty.

The Headteacher will work with **the SLT** to ensure that

- the Scheme is implemented
- staff recruitment, training opportunities and conditions promote gender equality
- all staff, pupils and their parents are aware of the school's responsibilities to meet, the Gender Equality Duty
- policies are assessed for the ways in which they impact on gender equality
- curriculum planning, learning and teaching methods, classroom organisation and assessment procedures, behaviour management, school journeys and extended school activities take account of the need to promote gender equality
- incidents of sexual/gender bullying or harassment are dealt with according to our Behaviour and Anti-Bullying policies
- visitors to the school, or those who use the premises, are aware of the Gender Equality Scheme

All staff have a responsibility to deal with incidents of sexual harassment or bullying; help eliminate unlawful discrimination; prepare and/or help deliver a curriculum, learning and teaching methods, classroom organisation and assessment procedures, behaviour management, school journeys and extended school activities (including work with parents) that take account of the need to eliminate unlawful discrimination and harassment and promote gender equality.

Pupils and parents have a proportionate responsibility to understand and act in accordance with the Scheme, as do **visitors** to the school.

We recognise that, further to the introduction the Equal pay Act of 1970 and the Sex Discrimination Act of 1975, there is still widespread discrimination and gender inequality in society. We believe that having this gender equality Scheme will:

- support us in our decision-making and policy development

- give us a clearer understanding of the needs of staff, pupils and their families
- enable us to provide better quality services which meet varied needs
- help promote increased confidence in our school
- make more effective use of our workforce

We recognise that both sexes can suffer from sexual stereotyping and that sometimes the same policies and practices can impact differently on men and women and boys and girls. We will make appropriate adjustments if this is found to be the case with any of our policies and practices.

We also recognise that girls and boys, and women and men, can experience different forms of discrimination depending on, among other things, their ethnicity, belief, sexual orientation, age or disability and we will take this complexity into consideration.

7. Breaches of the Gender Equality Scheme

We understand that eliminating gender discrimination and harassment and promoting gender equality is in part an education function and a matter of cultural change. Where possible, breaches of the Scheme will be dealt with in a manner appropriate to the level of the breach, and with the intention of bringing about the relevant changes. More serious breaches of this Scheme will be dealt with in accordance with our school's anti-bullying and harassment procedures, and the disciplinary procedures for staff.

Where safeguarding issues based on sex and gender come to the attention of the school these will be dealt with according to our child protection procedures.

APPENDIX I: **Check List for School Staff and Governors**

- Is information collected on the protected characteristics with regards to both pupils and staff* e.g. pupil achievement, attendance, exclusions, staff training? Is this information used to inform the policies, plans and strategies, lessons, additional support, training and activities the school provides? *Data relating to staff does not need to be published where the school has less than 150 employees.
- Are the Equality Objectives specific and measurable and have they taken into account areas for improvement identified through analysis of the published data?
- Is pupil achievement analysed by the protected characteristics? Are there trends or patterns in the data that may require additional action, and has action been taken to address these?
- Does the curriculum include opportunities to understand the issues related to the protected characteristics?
- Are all pupils encouraged to participate in school life? Are pupils who make a positive contribution reflective of the school's diversity e.g. through class assemblies / school council?
- Is bullying and harassment of pupils and staff monitored by the protected characteristics and is this information used to make a difference to the experience of other pupils? Are incidents of bullying and harassment related to the protected characteristics reported to the governing body when they occur?
- Are visual displays reflective of the diversity of your school community? How are role models related to the protected characteristics promoted positively in lessons, displays and discussions such as circle time and class assemblies?
- Does the school take part in annual events such as Black History Month, Deaf Awareness Week and One World Week to raise awareness of issues around the protected characteristics?
- Is the school environment as accessible as possible to pupils, staff and visitors to the school? Are open evenings and other events which parents, carers and the community attend held in an accessible part of the school, and are issues such as language barriers considered?
- Are the facilities selected for activities off site including residential trips as accessible as possible to pupils and staff?
- Are the accessibility needs of parents, pupils and staff considered in the publishing and sending out of information, in terms of the protected characteristics?
- Are procedures for the election of parent governors open to candidates and voters who are disabled?