



CAVERSHAM PARK PRIMARY SCHOOL

Equality Policy

This Equality Policy supports the 2010 Equalities Act, which provides a new crosscutting legislative framework to protect the rights of individuals and advance equality of opportunity for all.

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1. Statement of Intent

We have created this Equal Opportunities Policy because, unfortunately, the conditions and prejudices, which fuel inequality, are still prevalent in our society. This creates considerable barriers that prevent the full access of children and young people to the rights and services, which are guaranteed to them through both national and international law.

We hope that, by establishing a clear framework in which to govern the treatment of all individuals at our school, we can remove human prejudice from the decision-making process and overcome any inequality, ensuring that every child and young person that attends our school receives an education, which offers them the best chance at fulfilling their potential.

2. Aims and Objectives

We do not discriminate against anyone, be they staff or pupil, on the grounds of their sex, race, colour, religion, nationality, age, sexual orientation, disability, gender realignment, ethnic or national origins. This is in line with National Legislation and covers both direct and indirect discrimination.

At Caversham Park Primary School:

- We promote the principles of fairness and justice for all through the education that we provide in our school.
- We aim to ensure that all individuals have equal access to the full range of educational opportunities provided by the school.
- We constantly strive to remove any forms of indirect discrimination that may form barriers to learning.
- We ensure that all recruitment, employment, promotion and training systems are fair to all, and provide opportunities for everyone to achieve.
- We challenge stereotyping and prejudice whenever it occurs.
- We celebrate the cultural diversity of our school and wider community and show respect for all minority groups.
- We are aware that prejudice and stereotyping is sometimes caused by low self-image and ignorance. Through positive educational experiences and support for each individual's point of view, we aim to promote positive social attitudes and respect for all.

3. The Legal Framework

This policy has due regard to statutory legislation, including, but not limited to, the following:

- UN Convention on the Rights of the Child 1989
- Human Rights Act 1998
- The Equality Act 2010

This policy has due regard to statutory guidance, including, but not limited to, the following:

- DfE 'The Equality Act and schools' 2014
- DfE 'Promoting the education of looked after children' 2014

This policy is related to the following other school policies and procedures:

- **SEND Policy**
- **Reporting Racist Incidents Policy**
- **Curriculum Policies**
- **Anti-bullying Policy**
- **Safeguarding Policy**
- **Behaviour Policy**
- **Data Protection Policy**

4. Data Protection

- The school will adopt secure controls on sensitive personal data, ensuring all data is accurate, secure and processed fairly and lawfully.
- The school will gain consent from the pupil and parents/carers before any sensitive personal data is processed.

- The school will respect all individuals' right to privacy and will not disclose a pupil's trans* status or sexual orientation to any other individuals, staff members or third parties.¹
- The school holds a **Data Protection Policy** containing further information addressing data protection.

5. Protected Characteristics

We will not discriminate against, harass or victimise any individual, because of their:

Sex
Race
Disability
Religion or belief
Sexual orientation
Gender reassignment
Pregnancy or maternity

We will not discriminate against any individual, because of a characteristic related to a person, such as a parent/carer, with whom the pupil or prospective pupil is associated.

We will not discriminate any individual, because of a characteristic, which they are believed to have, even if the belief is mistaken.

6. Sex

We will ensure that individuals of one sex are not singled out for different or less favourable treatment from that given to individuals of other sexes, regularly reviewing our school practices to ensure that they are fair.

There may be occasions where we deem it necessary to teach some subjects in single-sex classes, such as sex and relationship education (SRE), but we will ensure that such classes do not give children an unfair disadvantage when compared to children of the other sex in other classes.

Where a subject is taught in a single-sex class, individuals undergoing gender reassignment will be allowed to attend the single-sex class that corresponds with the gender role in which they identify.

Both sexes will have equal opportunities to participate in comparable sporting activities.

7. Race and ethnicity

It is the right of all individuals to receive the best education the school can provide, with access to all educational activities organised by the school. We do not tolerate any forms of racism or racist behaviour. Should a racist incident occur, we will act immediately to prevent any repetition of the incident.

We endeavour to make our school welcoming to all minority groups and our curriculum reflects the attitudes, values and respect that we have for minority ethnic groups.

Should anyone at our school be a victim of racism, we will do all we can to support that person in overcoming any difficulties, they may have.

¹ Trans* is an umbrella term that refers to all of the identities within the gender identity spectrum.

We will ensure that individuals of all races and ethnicities (including those who have English as an additional language) are not singled out for different and less favourable treatment from that given to other individuals, regularly reviewing our school practices to ensure that they are fair.

We will not segregate individuals on the basis of their race or ethnicity, understanding that claims of 'separate but equal' cannot be sustained, and that such actions will always be viewed as direct discrimination.

We may, however, take positive action to address the particular challenges affecting individuals of one racial or ethnic group, where this can be shown to be a proportionate way of dealing with such issues.

8. Disability

We will ensure that individuals with disabilities are not singled out or treated less favourably than other individuals simply because they have a disability, regularly reviewing our school practices to ensure they are fair.

We will ensure that we do not discriminate against individuals with a disability by implementing a rule for all individuals that could have an adverse effect on individuals with disabilities only (for example, making physical fitness a basis for admission), unless it is for a legitimate reason and is a proportionate way of achieving that legitimate aim.

We will ensure that we do not discriminate against individuals with disabilities because of something which is a consequence of their disability (for example, by not allowing a pupil on crutches outside at break time because it would take too long for him/her to get in and out), unless it is for a legitimate reason and is a proportionate way of achieving that legitimate aim.

We will make any reasonable adjustments, and provide any auxiliary aids, necessary to ensure the full inclusion of individuals with disabilities, especially where the child also has a special educational need (SEND), but does not have a SEND statement or education, health and care (EHC) plan.

We will meet our duty to undertake accessibility planning for individuals with disabilities, and ensure that any accessibility plan is duly implemented, and reviewed where necessary.

The school holds a **SEND Policy** containing further information addressing equal opportunities for individuals with SEND.

9. Religion and Belief

The school will not tolerate incidences of religious intolerance. Should an incident occur, the school will act immediately to make sure that the incident is not repeated. The school curriculum reflects the attitudes, values, and respect that we hold for different religious groups. Should anyone at the school be the victim of religious intolerance, we will do all we can to support that person in overcoming any difficulties that they may have.

We will ensure that individuals are not singled out or treated less favourably because of their religion or belief, regularly reviewing our school practices to ensure that they are fair.

We will ensure that individuals are provided with the appropriate space in which they can practice their faith, e.g. to perform their daily prayers.

10. Sexual orientation

We will ensure that all gay, lesbian and bi-sexual individuals, or the children of gay, lesbian or bi-sexual parents/carers, are not singled out for different or less favourable treatment from that given to other individuals, regularly reviewing our school practices to ensure that they are fair.

11. Gender Reassignment

We will ensure that individuals are not singled out or treated less favourably because they have undergone, or are proposing to undergo, gender reassignment, or have trans* parents/carers, regularly checking our school practices to ensure that they are fair.

We will make reasonable adjustments to accommodate absence requests for treatment and support of trans* individuals by external sources. Any such absences will be recorded accurately and sensitively by **name of job role** to ensure the privacy of the pupil.

Individuals have the right to dress in accordance with their true gender identity within the constraints of our dress code, outlined in our **School Uniform Policy**.

We will ensure that there are unisex toilets and changing facilities available on-site which are accessible for all individuals, including those who identify as trans*.

Individuals who face discomfort using a shared changing space will be provided with a safe and non-stigmatising alternative, such as curtains or a separate changing schedule.

We will ensure that there is a designated safe space within our school where trans* individuals can discuss issues of gender without fear of discrimination.

12. Pregnancy and Maternity

We will ensure that individuals are not singled out or treated less favourably because they become pregnant, or have recently given birth, or because they are breastfeeding.

We will make reasonable adjustments to accommodate absence requests for the treatment and support of individuals who are pregnant, or just given birth.

13. Looked after children

Looked after children (LAC), and previously looked after children (PLAC), will be given the highest priority for admissions, as per the requirements of the Local Authority **Admissions Policy**.

We will ensure that individuals are not singled out or treated less favourably because they are looked after, or have previously been looked after, by the state.

A personal education plan will be created, and implemented, for all LAC and PLAC, to ensure that their education and development needs are fully covered, including appropriate transition and catch-up support to ensure that they do not fall behind.

We will ensure that any SEND that a LAC or PLAC has, are duly taken into account and addressed, whether this is with or without a SEND statement or EHC plan.

14. The Curriculum

We believe that individuals should be exposed to thoughts and ideas of all kinds, however challenging or controversial, and will not make any unjustified changes to our curriculum content on the grounds of any protected characteristics that a pupil may have.

We will ensure, however, that the curriculum is as balanced as possible, and delivered in such a way as to prevent discrimination, and the promotion of prejudicial stereotypes.

The observation of inclusive teaching strategies is a key aspect of the school leadership team's annual programme of monitoring.

We will respect the right of parents/carers to withdraw their child from religious education classes.

15. Promoting Inclusion

We will promote inclusion and equality at our school through:

- Ensuring that individuals are called by their preferred names, taking into account the correct spelling, structure and pronunciation.
- Ensuring, as far as possible, that our governing body and school staff reflect the full diversity of our local community.
- Providing an environment where prejudiced assumptions, attitudes and behaviours are continually challenged.
- Instilling in individuals an awareness of prejudice, giving them confidence that it can, and must, be eradicated.
- Providing a variety of educational and residential visits which expose individuals to a wide range of cultural experiences.
- Taking care in the use of language and the choice of resources, so that teaching and non-teaching staff avoid reinforcing stereotypical views of society.
- Valuing the cultural experiences and contributions of all individuals, regardless of any protected characteristic that they may have.
- Communicating our policy to parents/carers to gain their understanding, agreement and support for its provisions.
- Discussing equality issues as an agenda item for the school council.

16. Supporting Individuals with Medical Conditions

We will ensure that any medical conditions related to a pupil with a protected characteristic is fully supported in line with our Supporting Individuals with Medical Conditions Policy.

17. The Public Sector Equality Duty

We will meet our duty to publish:

- Annual information to demonstrate how the school is complying with the Public Sector Equality Duty, taking into account the specific circumstances surrounding individuals who have any of the protected characteristics outlined in section 4.
- Equality objectives (at least every four years) outlining how we may further equality in our school.

- There are some protected characteristics where statistical data is less likely to be readily available, and individuals will not be pressured into providing information related to any characteristic which they may identify with.

18. Bullying and Discrimination

Our **Anti-bullying Policy** will be used in conjunction with this policy in order to prevent, and effectively deal with, any discriminatory incidents.

Any incidents of a child protection or safeguarding nature will be reported, recorded and dealt with in line with the process in our **Child Protection and Safeguarding Policy**.

It will be up to the **Headteacher** to decide whether it is appropriate to notify social services, and/or the police, of any incident.

Concerns with regards to the handling of bullying and discrimination incidents will be dealt with via the procedures outlined in our **Complaints Policy**.

19. Staff training

New staff will receive relevant training on the provisions of this policy during their HR induction.

Staff will receive the appropriate equalities training which will:

- Ensure all staff are aware of, and comply with, current equalities legislation and government recommendations.
- Ensure all staff are aware of their responsibilities and how they can support individuals with protected characteristics.
- Provide support for teachers to effectively manage any discrimination towards individuals with protected characteristics.
- Provide up-to-date information on the terms, concepts and current understandings relating to each of the protected characteristics.
- Develop appropriate strategies for communication between parents, educators and pupil about any issues related to a protected characteristic.

20. Fulfilment of Roles

The Role of Governors

- The governing body is committed to equal opportunities as set out in this policy statement, and will continue to do all it can to ensure that all members of the school community are treated fairly and with equality.
- The governing body seeks to ensure that people with disabilities are not discriminated against when applying for jobs at our school. The governors take all reasonable steps to ensure that the school environment gives access to people with disabilities.
- The governing body strives to ensure that no child is discriminated against whilst in our school on account of their sex, religion or race.

The Role of the Headteacher

- It is the Headteacher's role to implement the school's Equality Policy
- It is the Headteacher's role to ensure that all staff are aware of the school policy on equal opportunities, and that teachers apply these guidelines fairly in all situations.
- The Headteacher ensures that all appointments panels give due regard to this policy, so that no one is discriminated against when it comes to employment or training opportunities.
- The Headteacher promotes the principle of equal opportunity when developing the curriculum, and promotes respect for other people in all aspects of school life.
- The Headteacher treats all incidents of unfair treatment and any racist incidents with due seriousness and will inform the Local Authority as appropriate.

The Role of the Class Teacher

- The class teacher ensures that all individuals are treated fairly, equally and with respect. We do not discriminate against any child.
- When selecting classroom material, teachers will pay due regard to the sensitivities of all members of the class and endeavour to not provide material that is racist or sexist in nature. Teachers strive to provide material that gives positive images of all cultures and challenges stereotypical images of these.
- When designing schemes of work, we use this policy to guide us, both in our choice of topics to study, and in how to approach sensitive issues.
- All our teachers challenge any incidents of discrimination. If a discriminatory incident is reported, it is recorded in a Discriminatory Incident Record Book and on the LA's Discriminatory / Hate Incidents Form. We inform the parents / carers of those involved and of the actions taken to deal with the incident. We will involve other agencies when necessary and appropriate. Incidents are reported to governors on a regular basis and to the LA termly. Teachers support the work of ancillary or support staff and encourage them to intervene in a positive way against any occurrence of discrimination.

Monitoring and Review

It is the responsibility of our governing body to monitor the effectiveness of this Equalities policy. The governing body does this by:

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

Policy Date	Review Date
November 2023	November 2026