



Rednock School

Quality, Partnership, Success

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Proposed Policy:	Equality & Diversity	Responsibility Of:	Deputy Head Teacher
Date of Policy:	July 2017	Date of Review:	July 2019

Equality & Diversity Policy

POLICY RATIONALE

This policy statement outlines the commitment of the staff and Governors of Rednock School ('the School') to provide equal opportunities for all members of the School community. These include students, teaching staff, support staff, parents, governors, visitors to the School and students on placement.

The School seeks to comply with the public sector equality duty under the Equality Act 2010. The Equality Duty applies to the following 'protected characteristics' otherwise known as the 'protected groups' and includes age, disability, sex, gender reassignment, pregnancy and maternity, race, marriage and civil partnership, religion or belief and sexual orientation.

The public sector equality duty requires the School to have "due regard" to the need to:

1. Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Equality Act on grounds of any of the protected characteristics;
2. Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it;
3. Foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

All members of the School community are expected to comply with this policy.

All parents are expected to support the aims of this policy and the School's ethos of tolerance and respect.

The School will set its Equality Objectives every four years. Progress against these objectives will be reported annually to the Governors Staffing Committee. This policy does not form part of any contract of employment.

POLICY STATEMENT

Equal opportunities should permeate all aspects of school life and are the responsibility of every member of the School community.

All members of the School community should be aware that every individual has a right to be considered of equal value and be given equal opportunity regardless of any protected characteristic.

At the School equal opportunity means that everyone has the right to equal chances and each individual is respected for who they are.

We aim to create an ethos and atmosphere which demonstrates mutual respect between all members of the School community. We aim to welcome visitors to the School with friendliness and respect. The School aims to encourage, value and manage diversity and is committed to equality for its entire staff.

As a school, we seek to develop to the full the intellectual, physical, social, moral, spiritual and cultural potential of each student. We aim to bring to each student a realisation of their role and value in the community as well as their responsibilities to that community.

We are an inclusive community in which everyone is of equal value and has equal opportunities. The School will promote the development of all individuals.

ADMISSION

The School treats every application for admission in a fair and equal way in accordance with this policy and the School's Admissions Policy. The School accepts applications from all prospective students irrespective of their gender, disability, gender reassignment, pregnancy and maternity, race, religion or belief (or lack of religion or belief) or special educational needs.

EDUCATIONAL SERVICES

The School affords all students access to educational provision including all benefits, services and facilities, irrespective of any protected characteristic (subject to our reasonable adjustments duty and considerations of safety and welfare).

We aim to create a learning environment which supports equal opportunities in the following ways:

- Ensure the curriculum incorporates the principles of equality and promotes positive attitudes towards diversity
- Treat all members of the School community with respect and dignity and seek to provide a positive working and learning environment free from discrimination
- Endeavour to meet the needs of all children and ensure that there is no unlawful discrimination on the grounds of any protected characteristics
- Ensure that students with English as an additional language and students with an Education Health Care Plan receive necessary educational and welfare support
- Monitor the admission and progress of students from different backgrounds
- Challenge inappropriate discriminatory behaviour by students and staff
- Offer all students access to all areas of the curriculum and a full range of extra-curricular activities
- Work with parents and external agencies where appropriate to combat and prevent discrimination in School
- Ensure that it reviews, monitors and evaluates the effectiveness of inclusive policies and practices
- Use the curriculum, assemblies and PSHE to:
 - Promote tolerance of and respect for each other, paying particular regard to the protected characteristics set out in the Equality Act 2010.
 - Promote positive images and role models to avoid prejudice and raise awareness of related issues.
- Celebrate the diversity of culture within the School and prepare all students for life in a diverse society
- Encourage communication and discussion about Equality issues
- Provide an environment in which all students have equal access to all provision, facilities and resources.

DISCRIMINATION

The School recognises that discrimination may be direct, indirect, or arising from disability whether or not it was intentional. Harassment and bullying in all its forms is unacceptable and will be dealt with in accordance with the School's Behaviour and Anti-Bullying policies, as appropriate.

Discrimination can take place in a range of ways as follows:

Direct Discrimination

This occurs when someone is treated less favourably than another person because they have, or are thought to have, a protected characteristic.

Discrimination by Association

This is discrimination against someone because they associate with another person who possesses a protected characteristic.

Perception Discrimination

Direct discrimination against an individual because others think that they possess a protected characteristic, even though they do not.

Indirect Discrimination

This occurs if there is a provision, criteria or practice in the School which applies to everyone but particularly disadvantages people with a particular protected characteristic. Under some circumstances this may be reasonable and lawful if it is necessary for the School to operate effectively – for example the employment of male and female PE teachers.

Harassment

Harassment is “unwanted conduct related to a relevant protected characteristic, which has the purpose or effect of violating an individual’s dignity or creating an intimidating, hostile, degrading or humiliating environment for that individual”.

All members of the School community are encouraged to report behaviour that they find offensive, even if it is not directed at them and even if they do not possess the particular protected characteristic themselves.

The School will also protect students and staff from harassment by people from outside the School. If this is reported, the School will take reasonable steps to prevent it happening again.

Victimisation

Victimisation occurs when a student or employee is treated badly because they have made or supported a complaint under the Equality Act.

REASONABLE ADJUSTMENTS: STUDENTS

The School has an ongoing duty to make reasonable adjustments for students with a disability to ensure they do not suffer a substantial disadvantage in comparison with other students without a disability. This is to ensure that they can fully participate in the education provided by the School and allow them to enjoy the other benefits, facilities and services that the School provides for all students.

Where the School is required to consider its reasonable adjustments duty, it will consult with parents about what reasonable adjustments, if any, the School is able to make to avoid their child being put at a substantial disadvantage. The School will carefully consider any proposals for auxiliary aids and services in light of a student's disability and the resources available to the School.

The School has an Accessibility Plan in place which can be found on the School website. This sets out the School's plan to increase the extent to which disabled students can participate in the School's curriculum; improve the physical environment of the School for the purpose of increasing the extent to which disabled students are able to take advantage of education and benefits, facilities or services provided or offered by the School; and improve the delivery to disabled students of information which is readily accessible to students who are not disabled.

REASONABLE ADJUSTMENTS: STAFF

If a member of staff is disabled or becomes disabled, the School encourages that individual to inform the HR Manager about their condition so that the School can support the individual as appropriate.

If a member of staff experiences difficulties at work because of their disability, they should contact the HR Manager to discuss any reasonable adjustments that would help overcome or minimise the difficulty. The HR Manager may wish to consult with the member of staff and their medical adviser about possible adjustments. The School will consider the matter carefully and try to accommodate the individual's needs within reason. If the School considers that a particular adjustment would not be reasonable, it will explain its reasons and try to find an alternative solution where possible.

The School monitors the physical features of its premises on a regular basis to consider whether it might place anyone with a disability at a substantial disadvantage. Where necessary, the School will take reasonable steps to improve access.

EQUALITY OF OPPORTUNITY: STAFF

Employers have a duty to make reasonable adjustments to help disabled job applicants and employees. The School will take appropriate measures, where needed in a particular case, to enable a person with a disability to have access to, participate in, or advance in employment, or to undergo training, unless such measures would impose a disproportionate burden on the School.

The School will take positive action to advance equality of opportunity. Advancing equality of opportunity involves, in particular:-

- (a) removing or minimising disadvantages suffered by people which are connected to a particular characteristic they have;
- (b) taking steps to meet the particular needs of people who have a particular characteristic;
- (c) encouraging people who have a particular characteristic to participate fully in all school activities.

The School recognises its obligations under the Equality Act 2010 and will challenge all types of discriminatory behaviour e.g.

- unwanted attentions (verbal or physical)
- unwelcome or offensive remarks or suggestions about another person's appearance, character, race, ability or disability, sexuality, gender.

No employee or prospective employee will receive unfair or unlawful treatment because of a protected characteristics, (perceived or otherwise), in particular but not only, in relation to:

1. Recruitment and selection;
2. Promotion, transfer & training opportunities;
3. Benefits, terms and conditions of employment;
4. Grievance and disciplinary procedures;
5. Termination of employment including redundancies;
6. All other aspects of employment.

Training

Training will play an important role in assisting employees to implement the School's Equal Opportunities Policy and in developing employees' skills and potential.

The purpose of training is to:

- Inform employees of the purpose of the Equal Opportunities Policy
- Provide employees, especially managers, with the skills and knowledge necessary to implement the policy
- Develop the full potential of employees, particularly those previously disadvantaged by discrimination
- Encourage and enhance the skills of employees, particularly those from groups who have traditionally been under-represented in the work force.

MONITORING

The School is committed to equality of opportunity with regard to the appointment of staff and with regard to staff pay and professional development. A record is kept of appointments made and the profile of staff, including details of gender and ethnicity. This is reported on to Governors Staffing Committee on an annual basis.

We will record all incidents or complaints of a racial nature/any incident which is perceived to be racist by the victim or any other person in conjunction with our school policy for dealing with racist incidents.

A report on the School's context and the performance of different groups within school is made to Curriculum Committee on an annual basis and an action plan drawn up on the basis of its results.

BREACH OF THIS POLICY

Students who are in breach of this policy may be sanctioned in accordance with the School's Behaviour Policy.

Staff who are in breach of this policy may be sanctioned in accordance with the School's disciplinary procedures. Staff should be aware that in certain circumstances, an employee can be personally liable for discrimination against a fellow employee or job applicant.

People Responsible for Implementation of Policy

Senior Leadership Team
Middle Leaders
All members of our Community

Associated Policies and Other Relevant Documents

Equality Objectives
Behaviour Policy

Special Education Needs & Disability Policy
Accessibility Plan
Curriculum Policy
General Complaints Policy
Staff Grievance Procedures
Admissions Policy
Staff Disciplinary Policy

Further Information, Advice and Guidance

Equality and Human Rights Commission (EHRC)
Independent Panel Special Education Advice (IPSEA)
Coram Children's Legal Services