

Philpots Manor School



Equality and Inclusion Policy

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1. Aims

The school aims to provide equality for all in order to promote the highest possible standards. The school strives to create a balanced environment enabling pupils and staff to flourish. These aims are supported through promoting a culture of respect for others; by recognising and celebrating differences between people; and working within a community where pupils are well prepared for life in a diverse society.

2. Legislation and guidance

This document meets 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 to demonstrate how they are complying with the public sector equality duty and to publish equality objectives.

This document is also based on Department for Education (DfE) guidance: The Equality Act 2010 and schools.

3. Roles and responsibilities

The Head Teacher is responsible for:

Making sure the school complies with current equality legislation. Making sure the policy is available to staff, pupils and their parents/carers and procedures are followed.

Producing regular information for staff and the senior leadership team about the policy and how it is working and providing training for them on the policy, if necessary making sure all staff know their responsibilities and receive training and support in carrying these out.

Taking appropriate action in cases of harassment and discrimination.

All school staff are responsible for:

Modelling good practice, dealing with discriminatory incidents and being able to recognise and tackle bias and stereotyping and promoting equality and avoiding discrimination against anyone.

Keeping up to date with law on discrimination and taking advantage of training and learning opportunities and being aware of relevant policies such as the Complaints Procedure & the Whistle Blowing Policy.

Coordinators are responsible for:

supporting all staff within their departments and ensuring that staff are aware of where to seek help and support, monitoring equality issues within their departments and reporting issues to the senior leadership team.

Students are responsible for:

Keeping equality and diversity issues on the School Council agenda, through a shared input with staff on developing school / class rules which challenge discriminatory behaviour and developing policies relating to this area, for example the anti-bullying policy.

Parents/carers are responsible for:

Keeping equality and diversity issues on agendas of any relevant meetings, through a shared input with staff on developing policies relating to this area (for example, the anti-bullying policy).

Visitors and contractors are responsible for:

Reading and following the equality policy.

4. Eliminating discrimination

The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.

Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training every year.

The Head Teacher is the designated member of staff for monitoring equality issues. They liaise regarding any issues and make senior leaders aware of these as appropriate.

5. Advancing equality of opportunity

As set out in the DfE guidance on the Equality Act, the school aims 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 with disabilities, or gay pupils who are being subjected to homophobic bullying);
- Taking steps to meet the particular needs of people who have a particular characteristic;
- Encouraging people who have a particular characteristic to participate fully in any activities.

In fulfilling this aspect of the duty, the school will:

- Analyse data to determine strengths and areas for improvement and implement actions;
- Make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying);
- Monitor data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils.

6. Fostering good relations

The school aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in personal, social, health and economic (PSHE) education, but also activities in other curriculum areas. For example, as part of teaching and learning in English/reading, pupils will be introduced to literature from a range of cultures
- Holding assemblies dealing with relevant issues. Pupils will be encouraged to take a lead in such assemblies
- Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school. For example, our school council has representatives from different year groups and is formed of pupils from a range of backgrounds. All pupils are encouraged to participate in the school's activities, such as sports clubs. We also work with parents to promote knowledge and understanding of different cultures
- Develop links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach

7. Equality considerations in decision-making

The school ensures it has due regard to equality considerations whenever significant decisions are made.

The school always considers 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;
- Has equivalent facilities for boys and girls.

8. Equality objectives

Children and Young People

1. We encourage children to develop respect for themselves and for others;
2. We deliver services that recognise and build on the strengths of children and young people from all cultures, religions, gender, age, sexual orientation, ability and backgrounds; in ways that meet their needs and help them to achieve their full potential;
3. Every effort is made to ensure that the school is welcoming to all children and young people and others significant in their care and wellbeing; this effort is reflected in the

communication around the school, including: posters, information boards, displays and leaflets. In addition to this, resources used to develop work with children and young people are chosen for their suitability and anti-oppressive nature;

4. Children are offered opportunities to try out new experiences, which are not restricted by traditional gender options;
5. Staff are expected to challenge attitudes, behaviour and language that are non-inclusive and discriminatory, in a positive way;
6. Senior Leaders are expected to monitor the range of children and young people admitted to the school in terms of ethnicity, gender and disability. This is to ensure the service provision is reaching all and not creating barriers to certain groups.

Inclusion for Children and Young People

1. All children are given the opportunity to be cared for and educated. Where possible this is alongside their peers in order to develop their full potential;
2. Children are encouraged and supported to understand their rights and be well-informed about ways of challenging discrimination;
3. Children are educated and cared for by staff who have been suitably trained in all aspects of equality and diversity including legislation and their responsibilities;
4. Senior Leaders ensure that assessments of the child and the families specific needs is carried out with an aim to support and develop their full potential;
5. Class Teachers are expected to examine ways in which diversity can be valued and activities adapted to meet the Individual child's needs including food preparation and menu choices;
6. Staff are expected to offer appropriate support to aid inclusion and ensure that the children and young people can fully participate in the school's activities. If necessary seek additional support in order to do this;
7. Additional support is offered to staff and/or Children who are finding difficulty in understanding diverse or complex situations.

Equality in Employment

- We recognise that discrimination is unacceptable and although equality of opportunity has been a long-standing feature of our employment practices and procedure, we have made the decision to adopt a formal equal opportunities policy. Breaches of the policy will lead to disciplinary proceedings and if appropriate, disciplinary action;
- The aim of the policy is to ensure no job applicant or employee is discriminated against either directly or indirectly on the grounds of race, colour, creed, nationality, ethnic or national origin, religious belief, political opinion or affiliation, sex, marital status, sexual orientation or disability;
- We will ensure that the policy is circulated to any agencies responsible for our recruitment and a copy of the policy will be made available for all employees and made known to all applicants for employment;
- The policy will be communicated to all private contractors reminding them of their responsibilities towards the equality of opportunity;
- The policy will be implemented in accordance with the appropriate statutory requirements and full account will be taken of all available guidance and in particular any relevant Codes of Practice;

- We will maintain a neutral working environment in which no worker feels under threat or intimidated.

Recruitment and Selection

- The recruitment and selection process are crucially important to any equal opportunities policy. We will endeavour through appropriate training to ensure that employees making selection and recruitment decisions will not discriminate, whether consciously or subconsciously, in making these decisions;
- Promotion and advancement will be made on merit and all decisions relating to this will be made within the overall framework and principles of this policy;
- Job descriptions, where used, will be revised to ensure that they are in line with our equal opportunities policy. Job requirements will be reflected accurately in any person specifications;
- We will adopt a consistent, non-discriminatory approach to the advertising of the vacancies;
- We will not confine our recruitment to areas or media sources, which provide only, or mainly, applicants of a particular group;
- All applicants who apply for jobs with us will receive fair treatment and will be considered solely on their ability to do the job;
- All employees involved in the recruitment process will periodically review their selection criteria to ensure that they are related to the job requirements and do not unlawfully discriminate;
- More than one person will carry out shortlisting and interviewing where possible;
- Interview questions will be related to the requirements of the job and will not be of any discriminatory nature;
- We will not disqualify any applicant because he/she is unable to complete an application unassisted unless personal completion of the form is a valid test of the standard of English required for the safe and effective performance of the job;
- Selection decisions will not be influenced by any perceived prejudices of other Staff.

9. Links with other policies

This document links to the following policies:

- Recruitment and Selection Policy
- Recruitment of Ex-offenders and Handling of Disclosure Policy
- Admissions Policy
- Complaints Policy
- Whistleblowing Policy
- Staff Code of Conduct Policy