

**STOWER PROVOST COMMUNITY SCHOOL**  
**SINGLE EQUALITY POLICY**

Created	November 2019
Approved by Governors	27/11/19
Updated (if apt)	March 2024
To be reviewed	March 2027

## **INTRODUCTION**

1. This policy reflects the [Equality Act 2010](#) which harmonises and replaces previous legislation including the Race Relations Act 1976, Disability Discrimination Act 1995, Gender Recognition Act 2004 and Sex Discrimination Act 1975. The policy therefore supersedes all previous school policies on Disability, Ethnicity (i.e., Race) and Gender.

2. Through this policy Stower Provost Community School will fulfil its public duty to have due regard to the need to eliminate unlawful discrimination, advance equality of opportunity, and foster good relations in connection with disability, ethnicity, gender, religion, sexual identity, and where appropriate, age (applicable to employees only).

3. The guiding principles in this policy refer to all individuals and therefore are equally applicable to pupils, staff, governors in addition to visitors to Stower Provost Community School.

## **LEGAL FRAMEWORK**

4. Duties as identified in the Equality Act 2010 and its [Schedules](#). There are nine equality strands (known as Protected Characteristics):

- disability
- ethnicity (including Gypsy and Traveller groups)
- gender
- gender identity and transgender

- faith, religion and belief
- marriage and civil partnership
- sexual orientation (homophobia)
- pregnancy and maternity
- age.

5. Each relates to direct discrimination, discrimination by association, discrimination by perception, indirect discrimination; harassment and victimization. Stower Provost Community School will seek to achieve positive action in respect of the Act.

6. **Note: all schools have a duty to comply with the Equality Act 2010 and the Public Sector Duties**, and failure to do so could result in legal action against the school's Governing Body. Employees of the school acting on behalf of the Governing Body are also liable for their own discriminatory actions.

7. Stower Provost Community School is mindful of the **Public Sector Equality Duty** which came into force on 5 April 2011, and we publish relevant information on the school's website:

[Equality Objectives](#) from 6 April 2012 and to monitor, and report upon these annually.

## **GOOD PRACTICE**

8. We strive to achieve a cohesive community and expect that children respect one another and behave with respect, inclusivity and understanding to one another, and that their parents feel fully engaged and supported in the school, regardless of the protected characteristics.

9. We aim to enhance a wider sense of community locally, as well as in the context of the UK and the World communities.

10. We support the [UN Convention on the Rights of the Child](#), (displayed in each classroom), the [UN Convention on the Rights of People with Disabilities](#), and the [Human Rights Act 1998](#). Through our policies and actions, we undertake to ensure that every child and young person is healthy, safe, is able to enjoy and achieve with their learning experience and is able to contribute meaningfully to the wider community.

11. We consider it prudent and sensible to maintain the practice of logging racist incidents and reporting them to the LA. We monitor and log incidents that discriminate

against children and young people or adults in our school with, or with out, protected characteristics, e.g. bullying of a homophobic nature. We also monitor and log bullying incidents directed towards those with special educational needs, as well as all children.

## **GUIDING PRINCIPLES**

12. In fulfilling the legal obligations and establishing our school ethos, we are guided by nine principles:

### **12.1 Principle 1: All learners are of equal value**

We see all learners and potential learners, and their parents and carers, as of equal value:

- whether or not they are disabled,
- whatever their ethnicity, culture, religious affiliation, national origin or national status,
- whatever their gender or gender identity,
- whatever their sexual identity.

### **12.2 Principle 2: We recognise, celebrate and respect difference**

Treating people equally (Principle 1 above) does not necessarily involve treating them all the same. Policies, procedures and activities must not discriminate but must nevertheless take account of differences of life-experience, outlook and background, and in the kinds of barrier and disadvantage which people may face, in relation to:

- disability, so that reasonable adjustments are made;
- ethnicity, so that different cultural backgrounds and experiences of prejudice are recognised;
- gender, so that the different needs and experiences of individuals are recognised;
- sexual identity.

### **12.3 Principle 3: We foster positive attitudes and relationships and a shared sense of cohesion and belonging**

Our Policies, procedure and activities promote:

- positive attitudes and actions towards disabled people, good relations between disabled and non-disabled people, and an absence of harassment of disabled people;
- positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, religious affiliation, national origin or national status, and an absence of prejudice related bullying and incidents;
- mutual respect and good relations between individuals and an absence of sexual and homophobic harassment.

#### **12.4 Principle 4: We observe good equalities practice in staff recruitment, retention and development**

Policies and procedures benefit all employees and potential employees, for example in recruitment and promotion and in continuing professional development:

- whether or not they are disabled;
- whatever their ethnicity, culture, religious affiliation, national origin or national status;
- whatever their gender and sexual identity and with full respect for legal rights relating to pregnancy and maternity.

#### **12.5 Principle 5: We aim to reduce and remove inequalities and barriers that already exist**

In addition to avoiding or minimising possible negative impacts of our policies, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist between:

- those who are disabled and non-disabled;
- people of different ethnic, cultural and religious backgrounds;
- girls and boys, women and men;
- gay people as well as heterosexual.

#### **12.6 Principle 6: We consult and involve widely**

People affected by a policy or activity should be consulted and involved in the design of new policies and in the review of existing ones. Consultation involves:

- disabled and non-disabled people;
- people of different ethnic, cultural and religious backgrounds;

- girls and boys, women and men;
- LGBTQ people as well as heterosexual.

### **12.7 Principle 7: We address prejudice and prejudice related bullying**

We oppose all forms of prejudice which stand in the way of fulfilling the legal duties listed above:

- prejudices around disability and special educational needs;
- prejudices around racism and xenophobia, including those that are directed against religious groups and communities, for example anti-Semitism and Islamophobia, and those that are directed against Travellers, migrants, refugees and people seeking asylum;
- prejudice reflecting sexism or homophobia.

### **12.8 Principle 8: Society as a whole should benefit**

Policies and activities should benefit society as a whole, both locally and nationally, by fostering greater social cohesion and greater participation in public life of:

- disabled and non-disabled;
- people of different ethnic, cultural and religious backgrounds;
- girls and boys, women and men;
- gay people as well as heterosexual.

### **12.9 Principle 9: Objectives (covered by Equality Objectives after 6/4/12)**

Each year we formulate and publish specific and measurable equality objectives, based on the evidence we have collected and published, in relation to:

- disability;
- ethnicity, religion and culture;
- gender.

## **ARRANGEMENTS, ROLES AND RESPONSIBILITIES**

13. *The equality objectives for Stower Provost Community School will be set out formally and are referenced in the School Development Plan.* They will be reviewed annually and refreshed on a four-year cycle.

14. The equality employment information will be monitored and reported to the Governing Body on an annual basis.

15. Stower Provost Community School will undertake Equality Impact Assessment (Equality Analysis) exercises when renewing or reviewing policy or practice to ensure full compliance with the Equality Act 2010. (Including Health and Social Care Bill 2011).

## **CURRICULUM**

16. Curriculum information will also be evaluated by looking specifically at equality groups in addition to the standard analysis conducted by the school and adjustments as appropriate to ensure that equality groups are supported positively.

17. All other data relating to whole school monitoring will encompass scrutiny of equality information so that groups are supported positively.

18. When it is reviewed, each curriculum subject or area will ensure that teaching and learning will reflect our Guiding Principles as set out above.

## **STAFF AND GOVERNORS**

19. The Governing Body is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and action plans are implemented.

20. A member of the Governing Body has the role of monitoring the implementation of this policy.

21. The Headteacher is responsible for implementing the policy; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination.

22. A senior member of staff has day-to-day responsibility for co-ordinating implementation of this policy.

23. All staff are expected to:

- adhere to this policy;
- promote equality and inclusion in their classrooms, amongst colleagues and with visitors to the school;
- deal with any prejudice related incidents that may occur;
- plan and deliver curricula and lessons that reflect our Guiding Principles;
- provide and analyse quantitative and qualitative data that supports better understanding of equality groups and any issues that may arise, e.g., attendance, bullying, exclusion;
- undertake or support Equality Impact Assessment (Equality Analysis) processes;
- attend appropriate training that enables Stower Provost Community School to keep up to date with equality issues.

24. All staff and Governors have access to training and a selection of resources which discuss and explain the concepts of equality, diversity and community cohesion. We value the opportunity to take a holistic approach in fulfilling our Equality Duties.

25. All staff and Governors will exercise their Safeguarding responsibilities in relation to equality matters and ensure that any bullying or challenging of Human Rights is addressed immediately.

26. Stower Provost Community School is opposed to all forms of prejudice that could act as a barrier to achieving our legal duties and a cohesive community. These prejudices include:

- disability
- special educational needs;
- racism and xenophobia;
- gender and transgender;
- religious groups and communities;
- Travellers, migrants, refugees and people seeking asylum;
- sexism and homophobia.



married or is a civil partner.			
<b>Pregnancy and maternity</b>	<p>Positive – staff who are pregnant or on maternity leave.</p> <p>Positive – menopausal staff</p>	<p>Ability to carry out roles successfully are supported through open communication and reasonable adjustment. Adjustments are monitored through well-being meetings and 1:1 discussion.</p> <p>The school recognises that staff may find the menopause challenging and require support to fulfil their role. Support and reasonable adjustments made as needed, arranged through open discussion and monitored through well-being meetings.</p>	
<b>Race</b> Staff and students from minority ethnic backgrounds and international staff and students	<p>Positive – children</p> <p>Positive – children</p> <p>Positive – children</p> <p>Positive – children</p> <p>Positive – children, parents and staff.</p>	<p>Ipads are used in class for communication purposes as needed.</p> <p>Relevant cultures to Stower Provost and different cultures in our community and beyond are celebrated through assemblies, visitors, visits, class work and special events.</p> <p>The school recognises and celebrates black history through assemblies and curriculum class work.</p> <p>There is balance within the curriculum with authors, artists, scientists, musicians celebrated and studied within subjects and projects.</p> <p>Link school in Kenya to be rejuvenated.</p>	<p>Links to be re-established</p>

	<p>Positive – children</p> <p>Negative – children, parents and staff.</p>	<p>Children taught how to respond to the register in a number of languages, from which they can choose.</p> <p>How open are we at welcoming other cultures into our school?</p>	<p>Welcome sign at entrance in differing languages. Explorer how school paperwork could be translated as needed.</p>
<p><b>Religion or belief</b></p> <p>Staff and students with different religions and/or beliefs</p>	<p>Positive – children and staff</p> <p>Positive – children and staff</p>	<p>World faiths are taught through assemblies and our RE curriculum.</p> <p>The school would be supportive of pupils and families recognising festivals linked to faith e.g. Ramadan, Yom Kippur.</p>	
<p><b>Sex</b></p> <p>Individuals</p>	<p>Positive – children, parents and staff.</p> <p>Negative – staff</p>	<p>The School will happily recognise individuals who wished to be addressed as they/them.</p> <p>Mis communication between staff and parents possible.</p>	<p>Staff to add form of ‘address’ on email signing and outline expected working hours and times for expected response.</p>