

Equality Information & Objectives (Equalities Policy)

Document Summary

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FYI: Version control should be used for all formal documents and managed as:-

- ▶ 0.1 (1st draft version)
- ▶ 0.2 (2nd draft and so on..... 0.3. 0.4 etc)
- ▶ 1.0 (Once document has been approved)
- ▶ 1.2 (during review/approval of a lifecycle document i.e. policies)
- ▶ 2.0 (2nd approved document) and so on.

Amendment History

Version	Amendment Date	Author	Amendment Summary
1.0	071016	Mo Jones	Formatting Only – Cover Page

1.1	25/04/17	Mo Jones	Name change to enable review to include all statutory requirements
1.2	22/09/18	Pete Barnard	Updating statutory requirements
1.3	20/11/18	Hannah Hornig	Updating policy based on governor feedback.
2.0	15/02/19	Ruth Owen	Final formatting following approval.
2.1	18/05/20	Andy Norman	Annual review draft for review and approval
2.2	19/06/20	Ruth Owen	Formatting prior to approval
3.0	09/07/20	Ruth Owen	Policy approved at FGB
3.1	07/07/21	Biagio Arancio	Annual policy review
4.0	07/10/21	Ruth Owen	Updates following approval
4.1	10/07/23	Ruth Owen	Updated front sheet with Link Governor & Model Policy fields
5.0	09/10/23	Ruth Owen	Final formatting following approval.

Frampton Cotterell C of E Primary School

Single Equalities, Diversity and Community Cohesion Policy

Equality Information and Objectives

(Equalities Policy)

Rationale

Frampton Cotterell CE Primary School is underpinned by Christian values. These include the celebration of diversity and respect for all.

Our aim is to provide education for all, acknowledging that our lives are enriched by diversity.

We will seek to ensure that everyone is equally valued and treats one another with respect and fairness. Pupils and other members of the school community will be provided with the opportunity to experience, understand and celebrate diversity.

Our core values reflect those of the Local Authority which have been consulted upon widely across the region. They are: to encourage mutual respect for all; recognise and work with every diverse group; provide high quality inclusive services and facilities; make sure our employment policies and practices are fair and challenge harassment and discrimination.

We will proactively seek to review and restructure the cultures, policies and practices in school, so they can be welcoming and responsive to the full diversity of people locally, nationally and globally.

Legal Duties:

- We welcome our duties under the **Race** Relations Act 1976, amended by the Race Relations Amendment Act 2000; the **Disability** Discrimination Acts 1995 and 2005; and the **Sex** Discrimination Act 1975 as amended by the Equalities Act 2010.
- We further welcome our duty under the Education and Inspections Act 2006 to promote **Community Cohesion**
- We recognise that these four sets of duties align with our own aims for our pupils, and that they reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of the People with disabilities and the Human Rights Act 1998
- Summary of our legal obligations are provided in Appendix A

Aims:

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At FCCE we will be guided by the following six principles in order to fulfil our core values of the school and our legal obligations, as set out above and in Appendix A:

- **All learners are valued equally**
We see all learners, and potential learners, as of equal value regardless of disability, ethnicity, culture, religious affiliation, national origin or status or their gender.
- **Welcoming and celebrating diversity**
Treating people equally does not necessarily mean treating them all the same. Our policies, procedures and activities must not discriminate, but are differentiated, as appropriate, to take account of differences in life-experience, outlook and background, and in the kinds of barriers and disadvantages 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 experience of girls and boys, women and men are recognised.
- **Fostering positive attitudes and relationships, and a sense of cohesion and belonging**
We intend for our policies, procedures and activities to promote:
 - Positive attitudes 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 absence of prejudice-related bullying and incidents.
 - Mutual respect and good relations between boys and girls, women and men, and an absence of sexual harassment.
- **The school as an employer**
Policies and procedures should benefit all employees and potential employees. We recognise, whether people are disabled or not, whatever their ethnicity, culture, religious affiliation, national origin or national status, and whichever their gender or sexual orientation, they should have equal access in recruitment, promotion, and in continuing professional development.
- **Proactively reviewing what we do in order to reduce and remove inequalities and barriers**
In addition to avoiding or minimising possible negative impacts, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist between disabled and non-disabled people, people of different ethnic, cultural and religious backgrounds, sexual orientation and gender.
- **Society as a whole should benefit**
We intend that our 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 people, regardless of their disability, ethnicity, culture, religious affiliation, national origin or status, sexual orientation, or their gender.

Actions

Our key delivery mechanism for this Policy is the South Gloucestershire 2019 - 2022 'Equality Plan'. We review this annually in order to ensure our policies and procedures are in accordance with South Gloucestershire legislation.

The Curriculum

We will keep each curriculum area and all aspects of learning under review in order to ensure that teaching and learning reflect our six principles.

Ethos and organisation

We ensure that the core principles listed above apply also to the full range of our policies and practices in school, including those concerned with:

- Learners' progress, attainment and assessment.
- Learners' personal development, welfare and well-being.
- Teaching styles and strategies.
- Admissions and attendance.
- Staff recruitment, retention and professional development.
- Care, guidance and support.
- Behaviour, discipline and exclusions.
- Working in partnership with parents, carers and guardians.
- Working in the wider community.

Addressing prejudice and prejudice-related bullying

Prejudice-related allegations will be investigated when anyone involved with the incident feels that it is motivated by prejudice. All such allegations will be referred to the Head teacher, whose role is to assess, record and manage all such investigations. We take our obligations seriously and report regularly to the local authority about numbers, types and seriousness of prejudice-related allegations at our school and how they were dealt with.

Religious observance:

We respect the religious beliefs and practice of all staff, pupils and parents, and will seek to comply with reasonable requests relating to religious observance and practice.

Staff development and training

We ensure that the content of this policy is known to all staff and governors and, as appropriate, to all pupils and parents. This is outlined in our Website Policy and Policy Folder available electronically on the school internal shared drive.

We ensure that all staff, including support and administrative staff, receive appropriate training and opportunities for professional development both as individuals, and as groups or teams within budgetary constraints.

Roles and

Responsibilities

The governing body is responsible for ensuring that the school complies with legislation, and that this policy, and its related procedures and strategies, are implemented.

The Chair of Governors, and one other governor, are appointed to maintain a watching brief regarding the implementation of this policy and will undertake appropriate training in order to lead the Governing Body in fulfilling its role .i.e. safer recruitment training.

The Head teacher is responsible for implementing the policy; ensuring that all staff are aware of their responsibilities and are given appropriate training and support so appropriate action in any case of unlawful discrimination may be undertaken.

All staff are expected to:

- Promote an inclusive and collaborative ethos in their classroom and school.
- Deal appropriately with any prejudice-related allegations that may occur.
- Identify and challenge bias and stereotyping in the curriculum.
- Support the diversity of pupils in their class based on individual need.
- Keep up-to-date with equalities legislation relevant to their work.

Monitoring and Evaluation

We use quantitative and qualitative data relating to the implementation of this policy and take action as appropriate. In particular we collect, analyse and use data in relation to achievement, and present such information according to disabilities, special educational needs, ethnicity and gender.

The Headteacher will report to Governors on an annual basis or whenever need arises, reviewing progress on this Policy, together with any allegations involving discrimination or harassment. There will be a standing annual item on Equalities, Diversity and Community Cohesion at one Full Governors Meeting per year as a minimum.

APPENDIX A - OVERVIEW OF SCHOOLS' RESPONSIBILITIES

	Illegal: Discrimination -harassment -victimisation	Duty to promote	Applies to:			Duty to monitor	
			Staff	pupils	curriculum	Overall	Specific incidents
Gender (sex)	√since 1975	√	√	√	√		×
Gender (reassignment)	√covered by 1975 Act	×	√	×	×	×	×
Race	√Since 1976	√	√	√	√	√	√
Disability	√Since 1995	√	√	√	√	√	×(except bullying incidents)
Sexual orientation	√Since 2003	×	√	×	×	×	×
Religion or belief	√Since 2003	×	√	√	×	×	×
Age	√Since 2006	×	√	×	×	×	×

KEY LEGISLATION

Area	Legislation
	The Equalities Act 2010
Gender (sex)	Sex Discrimination Act 1975, as amended by the Equality Act 2010
Gender (reassignment)	Sex Discrimination (Gender Reassignment) Regulations 1999
Race	Race Relations Act 1976, as amended by the Race Relations (Amendment) Act 2000
Disability	Disability Discrimination Act 1995, as amended by the Special Educational Needs and Disability Act 2001, and the Disability Discrimination Act 2005
Sexual orientation	Employment Equality (Sexual Orientation) Regulations 2007
Religion or belief	Employment Equality (Religion or Belief) Regulations 2004, as amended by the Equality Act 2010
Age	Employment Equality (Age) Regulations 2006