

BOURN CHURCH OF ENGLAND PRIMARY ACADEMY

EQUALITY AND DIVERSITY



Source: Insted
HR/Admin & Communications
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1. Introductory Notes

- 1.1. Since the Equality Act 2010 came into effect in April 2011 there has no longer been a requirement that schools should draw up and publish equality schemes or policies. It is still good practice, however, for a school to make a statement about the principles according to which it reviews the impact on equalities of its policies and practices, and according to which it fulfills the specific duties to publish information and evidence, and to decide on specific and measurable objectives.
- 1.2. This model statement has been adapted slightly from one which was developed in the period 2007–08, and first published in 2009. It has been modified in the light of the Equality Act 2010, and of the general and specific duties that the Act entails. There is fuller information about the background in the notes at the end (Section 13).

2. Legal Framework

- 2.1. Bourn Primary Academy welcomes our duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age (as appropriate), disability, ethnicity, gender (including issues of transgender, and of maternity and pregnancy), religion and belief, and sexual identity.
- 2.2. The School welcomes its duty under the Education and Inspections Act 2006 to promote community cohesion. The School recognises that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

3. Guiding Principles

- 3.1. In fulfilling the legal obligations cited above, the School is guided by nine principles:
- 3.2. **Principle 1: All learners are of equal value**
 - 3.2.1. The School sees all learners and potential learners, and their parents and carers, as of equal value:
 - whether or not they are disabled;
 - whatever their ethnicity, culture, national origin or national status;
 - whatever their gender and gender identity;

- whatever their religious or non-religious affiliation or faith background;
- whatever their sexual identity.

3.3. **Principle 2: The School recognises and respects difference**

3.3.1. Treating people equally (Principle 1 above) does not necessarily involve treating them all the same. The School's 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 recognized;
- gender, so that the different needs and experiences of girls and boys, and women and men, are recognized;
- religion, belief or faith background;
- sexual identity.

3.4. **Principle 3: The School fosters positive attitudes and relationships, and a shared sense of cohesion and belonging**

3.4.1. The School intends that its policies, procedures and activities should 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 an absence of prejudice-related bullying and incidents;
- mutual respect and good relations between boys and girls, and women and men, and an absence of sexual and homophobic harassment.

3.5. **Principle 4: The School observes good equalities practice in staff recruitment, retention and development**

3.5.1. The School ensures that policies and procedures should benefit all employees and potential employees, for example in recruitment and promotion, and in continuing professional development:

- whatever their age;
- 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.

3.6. **Principle 5: The School aims to reduce and remove inequalities and barriers that already exist**

3.6.1. In addition to avoiding or minimising possible negative impacts of the School's policies, Bourn Primary takes 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;
- girls and boys, women and men.

3.7. **Principle 6: The School consults and involves widely**

3.7.1. The School engages with a range of groups and individuals to ensure that those who are affected by a policy or activity are consulted and involved in the design of new policies, and in the review of existing ones. The School consults and involves:

- disabled people as well as non-disabled;
- people from a range of ethnic, cultural and religious backgrounds;
- both women and men, and girls and boys;
- gay people as well as straight.

3.8. **Principle 7: Society as a whole should benefit**

3.8.1. The School intends that its 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 people as well as non-disabled;
- people of a wide range of ethnic, cultural and religious backgrounds;
- both women and men, girls and boys;
- gay people as well as straight.

3.9. **Principle 8: The School bases its practices on sound evidence**

3.9.1. The School maintains and publishes quantitative and qualitative information which shows our compliance with the public sector equality duty (PSED) set out in clause 149 of the Equality Act 2010, and on the basis of which the School decides on specific and measurable objectives.

3.9.2. Evidence relating to equalities is integrated into the School's self-evaluation documentation.

3.10. **Principle 9: Measurable Objectives**

3.10.1. The School formulates and publishes specific and measurable objectives, based on the consultations conducted (Principle 6) and the evidence that has been collected and published (Principle 8).

3.10.2. The objectives which are identified take into account national and local priorities and issues, as appropriate.

3.10.3. The School's equality objectives are integrated into the School Development Plan.

3.10.4. The School keeps its equality objectives under review and reports annually on progress towards achieving them.

4. The Curriculum

- 4.1. The School keeps each curriculum subject or area under review in order to ensure that teaching and learning reflect the seven principles set out in Section 3 above.

5. Ethos and Organisation

- 5.1. The School ensures the principles listed in Section 3 above apply to the full range of its policies and practices, including those that are concerned with:

- pupils' progress, attainment and achievement;
- pupils' 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 with the wider community.

6. Addressing Prejudice and Prejudice-related Bullying

- 6.1. The School is opposed to all forms of prejudice which stand in the way of fulfilling the legal duties referred to in Section 2:

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

- 6.2. There is guidance in the Staff Handbook on how prejudice-related incidents should be identified, assessed, recorded and dealt with.

- 6.3. The School keeps a record of prejudice-related incidents and, if requested, provides a report to the Local Authority about the numbers, types and seriousness of prejudice-related incidents at the School and how they are dealt with.

7. Roles and Responsibilities

- 7.1. 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.

- 7.2. The HR/Admin and Communications Committee has a watching brief regarding the implementation of this policy.

- 7.3. The Head Teacher 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.

7.4. All staff are expected to:

- promote an inclusive and collaborative ethos in their classroom;
- deal with any prejudice-related incidents that may occur;
- plan and deliver curricula and lessons that reflect the principles in Section 3 above;
- support pupils in their class for whom English is an additional language;
- keep up to date with equalities legislation relevant to their work.

8. Information and Resources

8.1. The School ensures that the content of this policy is known to all staff and governors and, as appropriate, to all pupils and their parents and carers.

9. Religious Observance

9.1. The School respects the religious beliefs and practice of all staff, pupils and parents, and complies with reasonable requests relating to religious observance and practice.

10. Staff Development and Training

10.1. The School ensures that all staff, including support and administrative staff, receive appropriate training and opportunities for professional development, both as individuals and as groups or teams.

11. Breaches of the Policy

11.1. Breaches of this policy will be dealt with in the same ways that breaches of other school policies are dealt with, as determined by the Head Teacher and Governing Body.

12. Monitoring and Review

12.1. The School collects, studies and uses quantitative and qualitative data relating to the implementation of this policy, and makes adjustments as appropriate.

12.2. In particular the School collects, analyses and uses data in relation to achievement, broken down as appropriate according to disabilities and special educational needs; ethnicity, culture, language, religious affiliation, national origin and national status; and gender.

13. Background and Acknowledgements

13.1. In its overall framework this model policy on all equalities in education is based on the race equality policy that Derbyshire developed in response to the Race Relations Act 2000, and that was included in *Here, There and Everywhere: belonging, identity and equality in schools* published by Trentham Books in 2004.

13.2. The model statement takes into account guidance issued by several other local authorities, including Buckinghamshire, Cambridgeshire, Dudley, Durham, Hertfordshire,

Newcastle, Sheffield and Somerset.

- 13.3. The list of principles in Section 3 is adapted slightly from material in *Equality Impact Analysis: a workbook*, the most recent version of which was published by the Department for Education in April 2012.
- 13.4. The phrasing at certain points reflects the specific duties required by the Equality Act 2010 to publish information and evidence (Principle 8) and to formulate and publish specific and measurable objectives (Principle 9).
- 13.5. This policy is adapted from guidance from Insted Consultancy (Inservice Training and Educational Development)