



**St Laurence School  
Policy on Equalities 2017**

**Introduction**

- The school welcomes its duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to disability, ethnicity, sex (gender), religion/belief, sexual orientation, gender identity (and as relevant, pregnancy/maternity, and in relation to employment; age and marriage/civil partnership). These are known as **protected characteristics**.
- The school recognises and will act on all opportunities to promote community cohesion.
- The school recognises that these duties and intentions 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.

**Guiding Principles:** The school is guided by nine **principals**:

**Principle 1: We believe all learners are of equal value**

This applies to current and potential learners, and their parents/carers (Named Equality Advocate for each characteristic)

- whether or not they are disabled (Elizabeth Alldred)
- whatever their ethnicity, culture, national origin or national status (Will Penny)
- whatever their sex (gender) (Rachel Purnell)
- whatever their gender identify (Chris Dutton)
- whatever their religious or non-religious affiliation or faith background (Maddie James)
- whatever their sexual orientation (Rebecca Overfield)

**Principle 2: We recognise and respect difference**

Treating people equally (Principle 1) does not necessarily involve treating them all the same. Our 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 prejudice that 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
- sex (gender), so that the different needs and experiences of girls and boys, and women and men, are recognised
- religion, belief or faith background
- sexual orientation
- gender identity

*(and as relevant, pregnancy/maternity, and in relation to employment; age and marriage/civil partnership).*

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

We intend that our 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.
- 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 all gender identities and an absence of sexual, homophobic, and gender identity based harassment.

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

We ensure that policies and procedures should 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 sex (gender) and sexual orientation
  - Whatever their gender identify
- (and as relevant, in respect of pregnancy/maternity, age and marriage/civil partnership).*

### **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 in relation to:

- disabled and non-disabled people
  - people of different ethnic, cultural and religious backgrounds
  - girls and boys, women and men
  - sexual orientation
  - gender identify
- (and as relevant, in respect of pregnancy/maternity, and in relation to employment; age and marriage/civil partnership).*

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

We engage with a range of groups and individuals to ensure that those who are affected by an activity are consulted and involved in the design of new policies, and in the review of existing ones. As appropriate, we consult and involve groups and individuals in relation to disability, religion/belief, sexual orientation, sex (gender), gender identify, ethnicity.

### **Principle 7: We aspire to making a contribution to society**

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 all groups and individuals in relation to:

- disability
- religion/belief
- sexual orientation
- sex (gender)
- gender identity
- ethnicity
- age

### **Principle 8: We base our practices on sound evidence and information**

We maintain **at least annually**, information about our progress towards greater equality in relation to the protected characteristics of disability, religion/belief, sexual orientation, sex (gender), gender identity, ethnicity.

### **Principle 9: We set objectives and measure progress against them**

We formulate and publish **at least every four years**, specific and measurable objectives, based on the evidence we have collected and published (principle 8) and the engagement in which we have been involved (principle 7), in relation to disability, religion/belief, sexual orientation, sex (gender), gender identity, ethnicity.

The objectives which we identify take into account national and local priorities and issues, as appropriate.

- We recognise that the actions resulting from a policy statement such as this are what make a difference
- We revisit our equalities action plan annually within the framework of the overall school improvement plan and processes of self-evaluation
- We keep our equality objectives under review and report annually on progress towards achieving them

### **Implementation**

**The curriculum:** We keep each curriculum subject or area under review in order to ensure that teaching and learning reflect the relevant principles set out in this policy.

**Ethos and organisation:** We ensure the relevant principles listed above apply to the full range of our policies and practices, including those that are concerned with:

- students' progress, attainment and achievement
- students' 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

### **Addressing prejudice and prejudice-related bullying**

The school is opposed to all forms of prejudice which stand in the way of fulfilling the legal duties referred to above

- prejudice around disability and special educational needs
- prejudice around racism and xenophobia, including that directed towards religious groups and communities, for example anti-Semitism and Islamophobia, and that that are directed against Travellers, migrants, refugees and people seeking asylum
- prejudice reflecting sexism and homophobia
- prejudice against gender identity issues

There is guidance in the staff (Behaviour for Learning) Handbook on how prejudice-related incidents should be identified, assessed, recorded and dealt with.

We continue to record and report incidents of Racism. Within school, we also keep a log of all other prejudice-related incidents, and seek the support of other agencies (including the Local Authority and Police) in addressing these incidents, and in providing support and suggesting resources to raise awareness and combat prejudice.

### **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 action plans are implemented.
- The Community and Ethos sub-committee has a watching brief regarding the implementation of this policy
- 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
- The Senior Leadership Team have day-to-day responsibility for co-ordinating implementation of the policy
- 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 relevant principles in paragraph 4 above
  - support pupils in their class for whom English is an additional language
  - keep up-to-date with equalities legislation relevant to their work

### **Information and resources**

- The school ensures that the content of this policy is known to all staff, governors and, as appropriate, to all students, parents/carers
- All staff and governors have access to a selection of resources which discuss and explain concepts of equality, diversity and community cohesion in appropriate detail

### **Religious observance**

The school respects the religious beliefs and practice of all staff, students and parents/carers, and complies with reasonable requests relating to religious observance and practice.

### **Staff development and training**

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.

### **Breaches of the policy**

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 headteacher and governing body.

### **Monitoring and evaluation**

- We collect, study and use quantitative and qualitative data relating to the implementation of this policy, and make adjustments as appropriate.
- In particular, we collect, analyse and use 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