

1. Legal Duties

This school welcomes its duties under the Race Relations (Amendment) Act 2000. We are committed to:

promoting equality of opportunity;· promoting good relations between members of different racial, cultural and religious groups and communities;· eliminating unlawful discrimination.

This policy has been compiled in accordance with the Code of Practice on the Duty to Promote Race Equality issued by the Commission for Racial Equality in December 2001, and preparing a race equality policy for schools, issued in March 2002.

DFE Equalities Act, advice for schools 2014

Education and inspections act 2006

1.1 Vision Statement – Why have an Equality Policy?

This Policy states our commitment to avoid discrimination, to promote equality and to reinforce positive attitudes to diversity. The areas addressed in more detail by this Policy are gender, race and disability. We also have a duty to promote equality in the areas of age, religion or belief, sexual orientation, gender, gender reassignment, marriage and civil partnership and pregnancy and maternity.

We strongly believe that the children and adults that form Iona's community are entitled to be free from discrimination. We strive for every child to achieve a good sense of self and self-confidence: being healthy; staying safe; enjoying learning and achieving; and making a positive contribution to the community.

We also work to promote community cohesion. A cohesive community in which children succeed is well-placed to eliminate discrimination.

2. Guiding principles

In fulfilling our legal duties listed above, we are guided by three essential principles:

- Every pupil should have opportunities to achieve the highest possible standards, and the best possible qualifications for the next stages of their life and education.
- Every pupil should be helped to develop a sense of personal and cultural identity that is confident and open to change, and that is receptive and respectful towards other identities.
- Every pupil should develop the knowledge, understandings and skills that they need in order to participate in Britain's multi-ethnic society, and in the wider context of an interdependent world.

3. The full range of school policies and practice

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

- pupils' progress, attainment and assessment
- behaviour, discipline and exclusions
- pupils' personal development and pastoral care
- teaching and learning
- admissions and attendance
- the content of the curriculum

- staff recruitment and professional development
- partnerships with parents and communities

Equality Act (2010)

This Act unifies, supersedes or updates much previous law relating to equality.

Schools are now required to ensure that pupils are protected from discrimination and harassment based on **'protected characteristics'** which are:

- Disability
- Gender reassignment
- Pregnancy and maternity
- Race
- Religion or belief
- Gender
- Sexual orientation

Schools are prohibited from discriminating against, harassing or victimising:

- Prospective pupils
- Pupils at the school
- In some limited circumstances, former pupils

Positive action

The Act contains provisions which enable schools to take proportionate action to tackle particular disadvantage, different needs or disproportionately low participation of a particular group. This is not the same as positive discrimination, which means providing preferential treatment that exceed positive action conditions. However, in the case of disabled pupils, it is never unlawful to positively discriminate in their favour.

The Act establishes three principles intended to focus on outcomes judged against local rather than top-down priorities:

- setting of equality objectives based on local data;
- schools to be judged on outcomes related to their identified equality objectives not on processes or action plans;
- greater transparency in allowing public access to data.

The 2010 Equality Act also enshrines existing duties already established in law as follows:

Disability General Duty (Disability Discrimination Act 2005)

We have a statutory duty to carry out our functions with due regard to the need to:

- Promote equality of opportunity
- Eliminate unlawful discrimination
- Eliminate disability-related harassment
- Promote positive attitudes towards disabled people
- Encourage disabled people's participation in public life
- Take steps to take into account people's disabilities

Gender General Duty (Sex Discrimination Act as amended by the Equality Act 2006)

We have a statutory duty to promote gender equality with due regard to the need to:

- Eliminate unlawful sex discrimination
- Promote equality of opportunity and good relations between women and men, girls and boys

Race General Duty (Race Relations Amendment Act 2000)

We have a statutory duty to promote race equality with due regard to the need to:

- Eliminate unlawful discrimination
- Promote equality of opportunity
- Promote good relations between people of different racial groups

Community Cohesion Duty (Education and Inspections Act 2006)

Schools also have a statutory duty to promote community cohesion, which is closely linked to equalities legislation. We will also take into account the additional protected characteristics in our equalities policy and plans.

What do we mean by discrimination?

The Equality Act 2010 states that there are seven categories of discrimination:

- **Direct discrimination:** treating a person less favourably than others in comparable circumstances because of a 'protected characteristic' such as sex, race or a disability is unlawful.
- **Associative discrimination:** direct discrimination against a person who associates with another person with a protected characteristic.
- **Indirect discrimination:** it is unlawful when a provision, criterion or practice is applied equally to all but has a different impact on a person with a protected characteristic. (nb indirect discrimination is only lawful if it can be justified for reasons unrelated to the characteristic in question).
- **Victimisation:** treating a person less favourably because they have taken action in respect of discrimination e.g. by bringing a complaint or giving evidence for a colleague, is unlawful.
- **Harassment:** unwanted conduct which violates a person's dignity or creates an intimidating, hostile, degrading, humiliating or offensive environment for them, on grounds of one of the relevant characteristics such as sex or race – is also unlawful in many of the situations covered by discrimination law.
- **Harassment by a third party:** harassment by people not employed by the school e.g. contractors.
- **Discrimination by perception:** discrimination against someone because others think they have a protected characteristic (even if they don't).

What is required by law in employing staff?

- According to law, schools must not discriminate in the employment of staff on grounds of gender, gender reassignment, race, disability, sexual orientation (including perceived orientation), religion or belief, age, marriage and civil partnership and pregnancy and maternity. Employers are no longer allowed to ask candidates about their sickness record in an interview unless they can prove that this is to check whether they can complete an essential task e.g. heavy lifting.
- With regard to disability, schools must make such reasonable adjustments as are necessary to prevent a disabled person being at a substantial disadvantage in comparison with people who are not disabled.
- The requirement to avoid discrimination relates to recruitment, terms and conditions, promotions, transfers, dismissals, training and employment practices such as dress codes and disciplinary procedures.

What is required by law in relation to pupils?

- Schools must not discriminate against children seeking admission or with regard to how pupils are treated, on grounds of sex, race, disability, religion or belief. They must not discriminate against pupils or potential pupils on the grounds of their sexual orientation or that of their parents, carers or other associates. Pupils or potential pupils must not be discriminated against on the grounds of the marital status or gender reassignment of parents, carers or other associates.
- This includes discrimination in provision of teaching or allocating the pupil to certain classes, applying different standards of behaviour, dress and appearance, excluding pupils or subjecting them to any other detriment, and conferring benefits, facilities or services.
- The school curriculum and collective worship are not covered by the requirements on schools not to discriminate on grounds of religion or belief.
- With regard to disability, schools must make such reasonable adjustments as are necessary to prevent disabled pupils being at a substantial disadvantage in comparison with people who are not disabled, even if it means treating them more favourably.
- Age discrimination legislation does not apply to the treatment of pupils or the delivery of education.

1.3 How do we promote equality across race, gender and disability?

- Staff should have equally high expectations of all pupils and be committed to encouraging and helping them to achieve the highest standards;
- Staff should recognize and value different kinds of achievement;
- The curriculum should recognize and value diversity;
- The school should support victims of racial discrimination and harassment;
- Teachers should enable pupils to develop the understanding they need to recognize prejudice and reject all forms of discrimination;
- Rewards and sanctions should be consistent;
- Exclusions should be monitored to identify any trends or patterns;
- Negative stereotypes and assumptions are challenged;
- Staff should ensure that all pupils have access to the curriculum;
- The school must ensure that all members of the school community are able to access the building, information and support effectively;
- The school must ensure that suitable resources are provided to support the learning of pupils of different races, gender or those with a disability;
- Resources should be monitored to ensure that no discriminatory messages are conveyed.

What particular duties do we have regarding race equality?

- To promote equality of opportunity and to promote good relations between persons of a different race and nationality.
- To assess and monitor the impact of the Equality Policy on pupils, staff and parents.
- To ensure that attainment levels of different racial groups are given particular attention.
- To record all racist incidents and report them to the Local Authority on a regular basis.
- To establish and review annually a Community Cohesion Plan.
- To fulfill legal obligations under the Equality Act, 2010.

How do we promote race equality?

Teaching and Learning:

- Teaching should take account of pupils' cultural backgrounds, language needs and different learning styles;
- Different cultural traditions should be valued to enable pupils to make connections with their own lives;
- Pupil attainment should be monitored and analysed by ethnicity, in order to identify any trends or patterns of underachievement.

The Curriculum:

- The curriculum should be delivered in such a way as to include the principle of race equality;
- Children should have opportunities to explore questions of identity, race equality and racism;
- Children should be given opportunities to experience other cultures;
- Extra-curricular activities and events should reflect the interests, cultures and religions of all members of the school and local community.

Pupils' pastoral development and pastoral care:

- Pastoral support should take into account religious and ethnic differences, and the experiences and needs of particular groups of pupils, including refugees and asylum seekers;
- Teachers should avoid reinforcing stereotypical views of society, by careful use of language, resources and activities which challenge assumptions about ability or interest, based on race, religion or culture.

Behaviour, discipline and exclusion care:

- Procedures for disciplining pupils and managing behaviour should be fair to pupils from all racial, religious and cultural groups;
- Strategies should be put in place to meet the needs of any child, from whatever racial/cultural group who is at risk of frequent discipline sanctions or exclusion.

Attendance:

- School Attendance and lateness should be monitored by ethnicity.

Partnerships with parents and guardians, and the local community:

- Steps should be taken to encourage parents from all racial, religious or cultural groups to become involved in the school;

- Information for parents should be written clearly and if necessary, available in other languages;
- Opportunities should be created to invite volunteers and members of the community from all different racial and religious groups to contribute to the life of the school.

Addressing racism and xenophobia:

- Staff will teach children that racism and discrimination in any form is unacceptable;
- Children, parents and staff will be informed about the procedures for dealing with racist incidents and harassment;
- Staff will be trained to make sure they know how to deal firmly, effectively and consistently with racist incidents, harassment and bullying;
- Racist incidents and harassment will be recorded, investigated and reported to the LA (via the Inclusion Manager);
- Staff will challenge any behaviour (verbal or written, e.g. graffiti, literature/propaganda) that differentiates, degrades or isolates an individual or group due to race, religion, language or culture;

This includes:

- Racist comments or name calling;
- Comments about appearance;
- Rejection by colour;
- Mocking language or accent;
- Denigrating religious observances or cultural traditions.

Religious Observance:

- The school will ensure that important religious festivals are celebrated and that children are made aware of the significance and importance of these celebrations for some members of our school and community;
- The school will listen to and comply with all reasonable requests to religious observance and practice.

What particular duties do we have regarding disability?

- Schools must give consideration to the need to:
 1. Promote equality of opportunity between disabled and other people;
 2. Eliminate discrimination and harassment; promote positive attitudes to disabled people;
 3. Encourage participation by disabled people in public life;
 4. Take steps to meet disabled people's needs, even if this requires more favourable treatment.
 - To liaise effectively with other agencies to establish cohesive practice around the child's needs.
 - To fulfill any statutory requirements set out in any statements of SEN for pupils with a disability.
 - To include measures to achieve disability equality in the Equality Plan which will be shared with the Governors' Conditions for Learning Committee and reviewed every three years.
 - To fulfill any legal obligations under the Equality Act 2010.

Teaching and Learning:

- Teaching should take account of pupils' needs resulting from any disability.
- Different experiences of those with disabilities should be valued to enable pupils to make connections with their own lives.
- The attainment of pupils with disabilities should be monitored to identify underachievement.

The Curriculum:

- Positive images and experiences of people with disabilities should be an intrinsic part of the curriculum.
- Extra-curricular activities and events should cater for members of the school and local community with disabilities.

Pupils' pastoral development and pastoral care:

- Pastoral support should take into the experiences and needs of pupils with disabilities.
- Teachers should avoid reinforcing stereotypical views of society, by careful use of language, resources and activities which challenge assumptions about disability.

Behaviour, discipline and exclusion care:

- Procedures for disciplining pupils and managing behaviour should be fair to pupils with disabilities.
- Strategies should be put in place to meet the needs of any child with a disability who is at risk of frequent discipline sanctions or exclusion.

Attendance:

- School Attendance and lateness of pupils with disabilities should be monitored.

Partnerships with parents and guardians, and the local community:

- Steps should be taken to encourage parents with disabilities to become involved in the school;
- Information for parents should be written clearly and support provided where requested in accessing information for those with disabilities.
- Opportunities should be created to invite volunteers and members of the community with disabilities to contribute to the life of the school.

Non CIS gendered individuals

An individual who identifies with their birth gender is known as CIS gendered. This is not always the case and staff and people must uphold the right of an individual to choose the gender in which they identify.

An individual may feel they identify with no fixed gender so may feel comfortable with being gender fluid. It is vital that non CIS individuals feel comfortable at the Iona School and Nursery, that they do not feel that have to conform to their assigned gender in order to feel accepted.

What particular duties do we have regarding gender equality?

- To promote equality of opportunity between men and women or people with no fixed gender

How do we promote gender equality?

- Our Equality Plan includes a disability equality scheme. The scheme shows how the school is meeting its general duty to promote disability equality across all of its areas of responsibility.
- It is important to ensure staff realize that not all people are CIS gender, that some may be gender fluid or not identify to a certain gender. We refer to gender in here as an unfixed immutable state and not a fixed, typically CIS gender.
- People who are not identifying as CIS should always be referred to as ‘they’ not “he or she”.
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Teaching and Learning:

Teaching should take account of pupils’ gender and any different learning styles.

Gender differences should be valued.

The relative attainment of different genders should be monitored to identify underachievement.

The Curriculum:

- Positive images and experiences of both genders should be an intrinsic part of the curriculum.
- Extra-curricular activities and events should cater for all members of the school and local community.

Pupils’ pastoral development and pastoral care:

- Pastoral support should take into the experiences and needs of everyone
- Teachers should avoid reinforcing stereotypical views of society, by careful use of language, resources and activities which challenge assumptions about gender.

Addressing homophobia and discrimination:

- Staff will teach children that homophobia and sexual discrimination in any form is unacceptable;
- Children, parents and staff will be informed about the procedures for dealing with homophobic incidents and harassment;
- Staff will be trained to make sure they know how to deal firmly, effectively and consistently with homophobic incidents, harassment and bullying;
- Homophobic incidents and harassment will be recorded, investigated);
- Staff will challenge any behavior (verbal or written, e.g. graffiti, literature/propaganda) that differentiates, degrades or isolates an individual or group due to gender or sexual orientation;

This includes:

- Homophobic comments or name calling;
- Comments about appearance;
- Rejection by gender or sexual orientation;
- Derogatory comments or harassment of gender reassignment people;
- Derogatory comments or harassment of same-sex partnerships.
- Derogatory comments or harassment of non CIS individuals.

Behavior, discipline and exclusion care:

- Procedures for disciplining pupils and managing behaviour should be fair to everyone
- Strategies should be put in place to meet the needs of everyone who are at risk of frequent discipline sanctions or exclusion.

Partnerships with parents and guardians, and the local community:

- Steps should be taken to encourage all parents to become involved in the school;
- Information for parents should be written in a way that seeks to engage all parents
- Opportunities should be created to invite all parents to volunteer and members of the community to contribute to the life of the school.

4. Addressing racism and xenophobia

The school is opposed to all forms of racism and xenophobia,

including those forms that are directed towards religious groups and communities, for example Islamophobia, and against Travelers, refugees and asylum seekers.

5. Responsibilities

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

The School manager 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.

All staff are expected to deal with racist incidents that may occur; to know how to identify and challenge racial and cultural bias and stereotyping; to support pupils in their class for whom English is an additional language; and to incorporate principles of equality and diversity into all aspects of their work.

6. Information and resources

We ensure that the content of this policy is known to all staff and trustees and also, as appropriate, to all pupils and parents.

All staff and trustees have access to a selection of resources which discuss and explain concepts of race equality and cultural diversity in appropriate detail.

7. Religious observance

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

8. 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 college of teachers

9. Monitoring and evaluation

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

Issue date

This policy takes effect from may 2011

Review date

This policy will be reviewed and revised by the school manager on an annual basis.

Endorsement

Full endorsement to this policy is given by:

Name: Mr Martin Taylor

Position: Iona School Trustee

Signed: 

Date: 07/08/2018

Related policies

- Inclusion policy
- Accessibility policy
- EAL policy
- AGT policy

THE IONA SCHOOL & NURSERY