

Kenmont Primary School

Equality Policy



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1.0 Introduction

1.1. The Equality Act 2010 replaced all existing equality legislation such as the Race Relations Act, Disability Discrimination Act and Sex Discrimination Act. Non statutory guidance from the DfE has been issued see 'Equality Act 2010.

1.2. The DfE issued advice for School Leaders, School Staff, Governing Bodies and Local Authorities. This policy is based on that guidance.

1.3. Schools have the following duties:

1.4. Effective from April 2011, the general public duty to:

- Eliminate discrimination
- Advance equality of opportunity
- Foster good relations between persons who share relevant protected characteristics and those who don't.

1.4.1 The protected characteristics are:

- age (staff only/employment)
- sex
- race
- disability-the person has a physical or mental impairment which has a substantial and long term effect on his/her ability to carry out normal day-to day duties
- religion or belief
- sexual orientation
- gender reassignment –A transsexual person is someone who proposes to start or has completed a process to change his or her gender
- pregnancy or maternity

1.4.2 Where a school employs more than 150 people it will have to publish information about its employees with a relevant protected characteristic.

1.5. Effective from 6 April 2012, is the specific duty to publish information and the specific duty to publish objectives.

1.5.1. The exceptions to the discrimination provisions for schools still apply – such as the content of the curriculum, collect worship and admissions to single sex schools and schools of a religious character.

1.5.2. It is now unlawful to victimize a child for anything done in relation to the Act by their parent or a sibling.

1.5.3. The Act limits the circumstances in which an employer can ask health-related questions before a job offer is made. Targeted, necessary and relevant health related questions may be asked once the offer is made.

1.5.4. Proportionate positive action may now be taken by schools to alleviate disadvantages experienced by, or to meet the particular needs of, pupils with protected characteristics.

2.0. Aims of the policy

2.1. This policy is in place to ensure that the school's ethos, policies and practices respect and protect the rights of all individuals, and promote practices to ensure that all pupils and staff are enabled to make the most of their abilities and qualities. It is central to the promotion of community cohesion.

2.2. We will make every effort to ensure that all groups prosper and are not subjected to harassment or discrimination using this policy to support good decision making.

2.3. We will ensure that we consider how different people will be affected by our plans and policies so that provision is appropriate and accessible to all and meets different people's needs.

2.4 We will consider the impact of plans and policies in relation to;

1. Employment
2. Pay
3. Sex and sexual orientation
4. Race
5. Disability
6. Religion or belief
7. Gender reassignment
8. Pregnancy or maternity
9. Special Educational Needs including those who exhibit challenging behavior and those with emotional, mental and physical well-being needs
10. Children who have frequent moves and lack stability in life leading to time out of school or low attendance
11. Those who are caring for others
12. Children from homes with low income, and/or inadequate home study space
13. Children with low levels of parental support or different parental expectations

3.0. Consultation about the policy

3.1. The policy was developed through consultation with all sections of the school community.

4.0. Relationship to other policies

4.1. This policy relates to all our policies.

5.0. Roles and responsibilities of headteacher, other staff, governors

5.1. **The headteacher** will:

- Check that the school produces information to demonstrate its compliance with the General Duty and publishes SMART (specific, measureable, achievable, relevant and time limited) equality objectives.
- Incorporate these objectives into the school development plan to describe what the school will do to ensure that its policies and practice do not discriminate unfairly, directly or indirectly, against any groups of adults or pupils in the school, so that it is accessible to all
- Consider equality before and at the time of making decisions or taking actions which may have implications for any of those groups covered in the list of 11 points above, and keep a record showing that questions relevant to equality duties have been addressed.
- Ensure that governors, staff, parents and carers are aware of their roles in ensuring compliance with the Act.
- Work with governors and staff to establish a culture which celebrates diversity/equality and achievement; promotes high expectations and inclusive approaches;
- Welcome applications for school places and jobs from all sections of the community;
- Ensure that incidents are reported, analysed, addressed swiftly and effectively, and reported on.

5.2. **The staff** will actively implement the equalities plan, and support the monitoring of impact.

5.3. Students, parents and carers will be consulted on the plan regularly and be kept informed through the school prospectus and home/school agreement.

5.4. Visitors and contractors will be made aware of the policy through relevant signs around the school and clauses in contracts.

5.5. The governing board will:

- Contribute to decision making when objectives are being agreed
- Ensure that equality objectives are integrated in the school improvement plan together with detail about how and when implementation will be monitored and the impact evaluated
- Designate a lead governor for equality issues
- Use its power to nominate governors to ensure its composition reflects the community it serves
- Apply the principles of best value without discrimination when purchasing goods and services
- Monitor and evaluate the implementation and impact of this policy, seeking evidence of measureable improvements in relation to equality issues, and using the outcomes to inform future plans
- Disseminate the outcomes of evaluation to the whole school community, together with a summary of the action to be taken.

5.51 The governing board expects all members of the school community to be committed to this policy, and that visitors will comply with it. It accepts responsibility for ensuring that this policy is implemented in every aspect of school life.

5.52 If there is a breach of the policy, the school will take appropriate action. This may include the following:

5.53.1. In the case of pupils breaching the policy:

- Staff dealing with the incident will complete an incident report form
- The perpetrator will be dealt with in accordance with the behaviour policy
- The consequences of any further breach of conduct will be clearly stated with the ultimate sanction of exclusion.

5.5.3.2 In the case of staff breaching the policy the relevant procedures outlined in the staff discipline and grievance policy will be instigated.

5.53.3 In the case of parents, visitors or contractors breaching the policy they will be reminded of the school's commitment to equality and asked to desist, and further incidents may lead to individuals being requested to leave school premises.

5.53.4 Members of the Governing Board adhere to a Code of Conduct. Under the code Governors who are in breach of the policy can be disqualified.

5.53.5 Serious breaches constitute criminal offences and will be reported to the relevant authorities.

6.0. Arrangements for monitoring and evaluation

6.1. The governing board will receive reports from the headteacher and staff that enable evaluation of the implementation and impact of actions taken to achieve the equality objectives.

6.2. It will monitor the pattern and frequency of equality related incidents – defined as any incident which is perceived by the victim or any other person to contravene this policy- and evaluate the effectiveness of response.