

Co-op Academy Brownhill

This Policy reflects the legal duties set out in the Equality Act 2010 and non-statutory guidance set out by the government in December 2011 and March 2012. Part One of the policy sets out the schools aims to promote equality of opportunity and comply with the act. Part Two sets out the legal duties which are referred to in part one.

PART ONE

The primary aim of Co-op Academy Brownhill is to enable all pupils to take part as fully as possible in every part of school life by encouraging all pupils to develop independence in learning, resilience and to believe that they can achieve. We will take steps to advance equality of opportunity, foster good relations and eliminate discrimination or harassment across all protected characteristics (age, race, gender reassignment, disability, marriage and civil partnership, religion and belief, pregnancy and maternity, gender, sexual orientation) within the school community.

This means:

- We will actively encourage positive attitudes towards pupils and staff and expect everyone to treat others with dignity and respect.
- We will take reasonable steps to meet individual pupil's needs by varying the approach and methods to teaching and plan reasonable adjustments for disabled pupils, enabling our pupils to take as full a part as possible in all activities in school.
- We will make reasonable adjustments to ensure the school environment and activities are as accessible and welcoming as possible for all staff, pupils and visitors.
We will ensure that the curriculum taught, will help to promote awareness of the rights of individuals, to help pupils understand and value diversity, promote common and British values and challenge prejudice and stereotyping.
- Through the teaching of the Co-op values we will ensure that we aim to promote understanding and tolerance and prevent harassment and discrimination against the protected characteristics.
- We will monitor the progress and achievements of pupils by the relevant and appropriate protected characteristics. This information will help the school to ensure that individual pupils are achieving, that the school is being inclusive in practice and that trends are identified which inform the setting of equality objectives in the future.
- We will ensure that the curriculum is accessible to all pupils with special educational needs and disabilities (SEND) or those for whom English is not their first language.
- We will actively seek the views of advisory staff, outside agencies and partnerships across schools and the Co-op Academies Trust to train staff and to help promote and advance equality.
- Bullying and prejudice related incidents will be carefully monitored, recorded and dealt with effectively. Regular training for all staff will be given to ensure they are aware of the process for reporting and following up incidents of prejudice related bullying.

Equality and Diversity Policy

- We will expect that all staff are role models for equal opportunity, deal with bullying and discriminatory incidents and be will able to identify and challenge prejudice and stereotyping.
- Throughout the year we will plan on-going events to raise awareness of equality and diversity.
- We will consult with all stake-holders i.e pupils, staff, parents to ensure that the school has wide range of views to ensure that our equality objectives are effective.

PART TWO

Our Legal Duties

Legislation related to equality and discrimination is laid out in the Equality Act 2010.

The 'Protected Characteristics' within the law are:

- **AGE**- A person of a particular age or a range of ages. Age discrimination does not apply to the provision of education but I does apply to those who work in education.
- **DISABILITY** – A person has a disability if s/he has, or has had, a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities. It includes rising from something connected with their disability such as use of aids or medical conditions. HIV, multiple sclerosis and cancer are all considered as disabilities, regardless of their effect.
- **GENDER REASSIGNMENT** – A person (usually with 'gender dysphoria) who is proposing to undergo, is undergoing or has undergone gender reassignment (the process of changing physiological or other attributes of sex, therefore changing from male to female, or female to male)
- **MARRIAGE AND CIVIL PARTNERSHIP** – Marriage and civil partnership discrimination does not apply to the provision of education but does apply to those who work in education.
- **PREGNANCY AND MATERNITY** – Maternity refers to the period of 26 weeks after the birth (including still births), which reflects the period of woman's Ordinary Maternity Leave entitlement in the employment of context. In employment, it covers (where eligible) the period up to the end of Additional Maternity Leave.
- **RACE** – A person's colour, nationality, ethnic or national origin. It includes Travellers and Gypsies as well as White British people.
- **RELIGEON AND BELIEF** – Religious and philosophical beliefs including lack of belief. Generally, a belief should affect your life choices or the way you live for it to be included in the definition. Religion and belief discrimination does not prevent a school from carryout collective worship or other curriculum based activities, but pupils may withdraw from acts of collective worship.
- **SEX**- A man or a woman
- **SEXUAL ORIENTATION** – A person's sexual orientation towards the samd sex (lesbian or gay), the opposite sex (heterosexual) or both sexes (bisexual). Although children may not identify as gay or lesbian when very young, promotion of sexual orientation equality is as relevant in a primary school environment as it is in secondary. For example, a child may have an older sibling or parent who is gay. Schools with a particular religious ethos cannot discriminate against lesbian, gay or bisexual pupils.

3 The role of governors

- The governing body has set out its commitment to equal opportunities in this policy statement, and it will continue to do all it can to ensure that all members of the school community are treated fairly and with equality.
- The governing body seeks to ensure that people with protected characteristics are not discriminated against when applying for jobs at our school.
- The governors take all reasonable steps to ensure that the school environment gives access to people with disabilities.
- The governors welcome all applications to join the school, whatever background or disability a child may have.
- The governors will ensure policies and procedures are implemented in school by the Executive head and head of school.

The role of the Executive headteacher/ Head of School

- To implement the school's equal opportunities and ensure s/he is supported by the governing body in so doing.
- To ensure that all staff are aware of the school policy on equal opportunities, and that teachers apply these guidelines fairly in all situations.
- To ensure that all appointments panels give due regard to this policy, so that no-one is discriminated against when it comes to employment or training opportunities.
- To promote the principle of equal opportunity when developing the curriculum, and promote respect for other people in all aspects of school life, for example, in the assembly, where respect for other people is a regular theme, and in displays shown around the school, this is enhanced by the whole school use of Social and Emotional Aspects of Learning.
- To treat all incidents of unfair treatment and any racist incidents with due seriousness. Serious incidents of racial harassment will be reported to the LEA using the termly Racial Harassment Monitoring form.

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The role of the class teacher

- The class teacher ensures that all pupils are treated fairly, equally and with respect. We do not discriminate against any child.
- When selecting classroom material, teachers pay due regard to the sensitivities of all members of the class and do not provide material that is racist or sexist in nature. Teachers strive to provide material that gives positive images of ethnic minorities and that challenges stereotypical images of minority groups.

Equality and Diversity Policy

- When designing schemes of work, we use this policy to guide us, both in our choice of topics to study, and in how to approach sensitive issues. So, for example, history topics in our school include examples of the significant contribution's women have made to developments in this country's history. In geography topics the teacher attempts to counter stereotypical images to show the true diversity of development in different parts of the world.
- All our teachers challenge any incidents of prejudice or racism. Any serious incidents are brought to the attention of the head of school. Teachers support the work of ancillary or support staff and encourage them to intervene in a positive way against any occurrence of discrimination.

Monitoring and review

- It is the responsibility of our governing body to monitor the effectiveness of this Equal Opportunities policy. The governing body does this by:
- monitoring the progress of pupils of minority groups and comparing it to the progress made by other pupils in the school;
- monitoring the staff appointment process, so that no-one applying for a post at this school is discriminated against;
- taking into serious consideration any complaints regarding equal opportunity issues from parents, staff or pupils;
- monitoring the school behaviour and exclusions policy, so those pupils from minority groups are not unfairly treated.