

**Wylve Valley
Primary School**



Love Care Respect

*To aspire to being outstanding in everything we
do, by always aiming higher.*

"Let your light shine in all you say and do."

Matthew 5:16

Equality information and objectives

Approved by: FGB

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1. Aims

Our school aims to meet its obligations under the public sector equality duty by having due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it

2. Legislation and guidance

This document meets the requirements under the following legislation:

- [The Equality Act 2010](#), which introduced the public sector equality duty and protects people from discrimination
- [The Equality Act 2010 \(Specific Duties\) Regulations 2011](#), which require schools to publish information to demonstrate how they are complying with the public sector equality duty and to publish equality objectives

This document is also based on Department for Education (DfE) guidance: [The Equality Act 2010 and schools.](#)

3. Roles and responsibilities

The governing body will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, pupils and parents, and that they are reviewed and updated at least once every four years

The equality link governor is John Langston he will:

- Meet with the head teacher every seasonal term and other relevant staff members, to discuss any issues and how these are being addressed
- Ensure they're familiar with all relevant legislation and the contents of this document
- Attend appropriate equality and diversity training
- Report back to the full governing board regarding any issues

The head teacher will:

- Promote knowledge and understanding of the equality objectives amongst staff and pupils
- Monitor success in achieving the objectives and report back to governors

All school staff are expected to have regard to this document and to work to achieve the objectives as set out in section 8.

4. Types of discrimination and what do they mean

The Equality Act has harmonised and strengthened discrimination legislation, the main aspects are defined below, but for further detail and clarification is available from the Equality and Human Rights Commission.

1. **Direct discrimination** - Direct discrimination occurs when someone is treated less favourably than another person because of a protected characteristic they have or are thought to have or because they associate with someone who has a protected characteristic.
Example: If an employer recruits a man rather than a woman because s/he assumes that women do not have the strength to do the job, this would be direct sex discrimination.
2. **Indirect discrimination** - Indirect discrimination can occur when there is a provision, criterion or practice in the organisation that applies to everyone but particularly disadvantages people who share a protected characteristic and that practice cannot be objectively justified. To justify imposing an apparently neutral policy that disadvantages those with a shared protected characteristic, it must be shown that applying the policy across the board is a proportionate means of achieving a legitimate aim.
Example: A manager holds all of his team meetings from 2.00 – 4.00 pm making it very difficult for many part time staff to attend. The majority of part time staff are women and therefore this practice is likely to be indirect sex discrimination as it is unlikely to be objectively justifiable. The manager may have a legitimate aim of holding team meetings at a time when most staff can attend but there are likely to be other ways of achieving that aim in a way that does not disproportionately disadvantage working mothers.
3. **Discrimination by association** - This is direct discrimination against someone because they associate with another person who possesses a protected characteristic.^[SEP]
Example: An employer refuses to appoint an employee because she is married to a Muslim, this would be direct religious or belief-related discrimination because of her association with her husband
4. **Perception discrimination** - This is direct discrimination against an individual because others think they possess a particular protected characteristic. It applies even if the person does not actually possess that characteristic.
Example: Where an employer fails to shortlist an applicant on the basis that because of an Irish sounding name they must be Irish, even when they are not actually Irish.
5. **Harassment** - Harassment is “unwanted conduct related to a relevant protected characteristic, which has the purpose or effect of violating an individual’s dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for that individual”. Employees will now be able to complain of behaviour that they find offensive even if it is not directed at them, and the complainant need not possess the relevant characteristic themselves. Employees are also protected from harassment because of perception and association.

6. A school / academy is also potentially liable for harassment of their employees by people (third parties) who are not employees of the school / academy, such as customers or clients. The school / academy are required to take action where they are aware that harassment has taken place, and take reasonable steps to prevent it from happening again.
Example: An employee is subject to homophobic banter and name calling on the basis that he went to a public school. Even though his colleagues are aware that he is not gay, and he is aware that they know he is not gay this constitutes sexual orientation harassment and is unlawful under the Equality Act.
7. **Victimisation** - Victimisation occurs when an employee is treated badly because they have made or supported a complaint or raised a grievance under the Equality Act; or because they are suspected of doing so. An employee is not protected from victimisation if they have maliciously made or supported an untrue complaint.
Example: A non disabled employee gives evidence on behalf of a disabled colleague at a disciplinary hearing against a manager and is subsequently relocated to a different team with no promotion prospect and less responsibility because of their action at the hearing. This would constitute victimisation under the act which is unlawful.

5. Eliminating Discrimination

The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.

Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

Staff and governors are regularly reminded of their responsibilities under the Equality Act, for example during meetings. Where this has been discussed during a meeting it is recorded in the meeting minutes. This also reflects our school values of Love Care and Respect.

The head teacher and link governor will monitor equality issues. They regularly liaise regarding any issues and make senior leaders and governors aware of these as appropriate.

6. Advancing equality of opportunity

As set out in the DfE guidance on the Equality Act, the school aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people which are connected to a particular characteristic they have (e.g. pupils with disabilities).
- Taking steps to meet the particular needs of people who have a particular characteristic.
- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all pupils to be involved in the full range of school activities.)

In fulfilling this aspect of the duty, the school will:

- Publish attainment data each academic year showing how pupils with different characteristics are performing
- Analyse the above data to determine strengths and areas for improvement, implement actions in response and publish this information

7. Fostering good relations

The school aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE, citizenship and personal, social, health and economic (PSHE) education, but also activities in other curriculum areas. For example, as part of teaching and learning in English/reading, pupils will be introduced to literature from a range of cultures

- Holding assemblies dealing with relevant issues. Pupils will be encouraged to take a lead in such assemblies and we will also invite external speakers to contribute
- Working with our local community. This includes inviting leaders of local faith groups to speak at assemblies, and organising school trips and activities based around the local community
- Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school. For example, our school council has representatives from different year groups and is formed of pupils from a range of backgrounds. All pupils are encouraged to participate in the school's activities, such as sports clubs. We also work with parents to promote knowledge and understanding of different cultures
- We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach

8. Equality objectives

All schools / academies must prepare and publish one or more equality objectives that it thinks it needs to achieve to further any of the aims of the general equality duty in relation to related information. Once done it should be reviewed and updated at least every four years after that date.

The objectives must be specific and measurable.

The equality objectives that a school publish as part of the requirement as detailed in the specific duties of the Equality Act will be clearly defined and measurable commitments. It makes sense if the objectives address key equality issues identified by the school / academy and are contained in the school's / academy's published equality information. By publishing the objectives, the school / academy is making public its priorities for equality. ^[1]_[SEP]

The objective will be agreed with the governing body and it would be good practice to include them in the school development plan.

Objective one

Review the attainment of all learning groups (equality of opportunity) and direct additional specific intervention to any group that is failing to attain the desired outcomes. We will focus on attainment and progress between Boys/girls; SEND; and children who are entitled to the Pupil Premium funding.

9. Monitoring arrangements

The governing body will update the equality information we publish at least every year.

This document will be reviewed by the head teacher and link governor at least every 4 years.

This document will be approved by the governing body

10. Links with other policies

This document links to the following policies:

- Accessibility plan