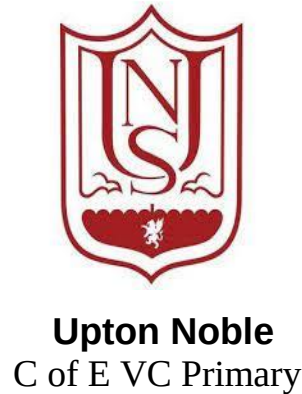


East Somerset Federation



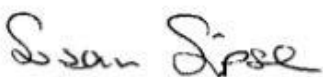
Bruton
Primary School



Upton Noble
C of E VC Primary

Equality Policy

**Approved by the Governing Body of
The East Somerset Federation**

Signed: 

Date: October 2023

Date for Review: October 2024

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1. Legal Duties

As a Federation we welcome our legal duty relating to equality and discrimination laid out in the Equality Act 2010. The legislation covers employment (work), the provision of services and public functions, and education.

Employers (schools) are liable for discriminatory acts of their employees if they did not take reasonable steps to prevent such acts. Employees can be liable for acts (where an employer took reasonable steps to prevent such acts).

The general duties are to:

- eliminate unlawful discrimination, harassment and victimisation
- advance equality of opportunity
- foster good relations

We understand the principle of the Act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity.

A protected characteristic under the Act covers the groups listed below:

- Age (for employees not for service provision)
- 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 discrimination arising 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.
- Race (ethnicity) - A person's colour, nationality, ethnic or national origin. It includes Travellers and Gypsies as well as White British people.
- Sex (gender)
- 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). 'Trans' is an umbrella term to describe people with this 'Gender Identity'. 'Intersex' or 'Third Sex' is not covered by the Act but the school will treat Intersex children with the same degree of equality as children with gender dysphoria. Children as young as five may begin to show signs of gender dysphoria and therefore it is relevant in any school environment.
- Maternity and pregnancy
- Religion or 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 carrying out collective worship or other curriculum-based activities, but pupils may withdraw from acts of collective worship.
- Marriage and Civil Partnership (for employees)

- Sexual orientation - A person's sexual orientation towards the same sex (lesbian or gay), the opposite sex (heterosexual) or to both sexes (bisexual). Although children may not identify as gay or lesbian when very young, awareness of sexual orientation equality is relevant in a primary school environment. For example, a child may have an older sibling or parent who is gay.

It is also unlawful to discriminate because of the sex, race, disability, religion or belief, sexual orientation or gender reassignment of a person with whom the pupil is associated. So, for example, a school must not discriminate by refusing to admit a pupil because his parents are gay men or lesbians.

In order to meet our general duties, listed above, the law requires us to carry out some specific duties to demonstrate how we meet the general duties. These are to:

- Publish equality information – to demonstrate compliance with the general duty across its functions (**We will not publish any information that can specifically identify any child**)
- Prepare and publish equality objectives

To do this we will collect data related to the protected characteristics above and analyse this data to determine our focus for our equality objectives. The data will be assessed across our core provisions as a school. This will include the following areas:

- Admissions
- Attendance
- Attainment
- Exclusions
- Prejudice related incidents

2. 'Prohibited Conduct' (acts that are unlawful):

- Direct discrimination – Less favourable treatment because of a protected characteristic.
- Indirect discrimination – A provision, criteria or practice that puts a person at a particular disadvantage and is not a proportionate means of achieving a legitimate aim.
- Harassment – Conduct which has the purpose or effect of violating dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment.
- Victimisation – Subjecting a person to a detriment because of their involvement with proceedings brought in connection with this Act.
- Discrimination arising from disability – Treating someone unfavourably because of something connected with their disability (such as periods of absence from work or medical conditions) and failure to make reasonable adjustments.
- Gender re-assignment- Not allowing reasonable absence from work for the purpose of gender-reassignment in line with normal provision such as sick leave.
- Pregnancy/maternity related discrimination – Unfavourable treatment because of pregnancy or maternity. It includes unfavourable treatment of a woman or girl because she is breastfeeding

- Discrimination by association or perception -For example, discriminating against someone because they “look gay”, or because they have a gay brother; discriminating against someone because they care for a disabled relative.

Schools are allowed to treat disabled pupils more favourably than non-disabled pupils, and in some cases are required to do so, by making reasonable adjustments to put them on a more level footing with pupils without disabilities.

Our objectives will detail how we will promote equality in some or all of these areas. However where we find evidence of significant inequalities for any particular group in other areas we may include objectives to address these.

We also welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.

We recognise that these duties 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.

In fulfilling our legal obligations we will:

- Recognise and respect diversity
- Foster positive attitudes and relationships, and a shared sense of belonging
- Observe good equalities practice, including staff recruitment, retention and development
- Aim to reduce and remove existing inequalities and barriers
- Consult and involve widely
- Strive to ensure that society will benefit

3. Public Sector Duties (applies to schools):

A school must, in the exercise of its functions, give due regard to the need to (in relation to protected characteristics):

1. Eliminate discrimination, harassment, victimisation and any other prohibited conduct.
2. Advance equality of opportunity (remove or minimise disadvantage; meet people's needs; take account of disabilities; encourage participation in public life).
3. Foster good relations between people (tackle prejudice and promote understanding). In practice, ‘due regard’ means giving relevant and proportionate consideration to the duty, so decision makers in schools must have due regard when making a decision, developing a policy or taking an action as to whether it may have implications for people because of their protected characteristics.

4. Reasonable Adjustments and Accessibility Plans (Schedule 10)

Schools are required to:

- Take reasonable steps to avoid disadvantage caused by a provision, criteria or practice or a physical feature that puts a disabled person at a substantial disadvantage compared to a non-disabled person. This involves removing or avoiding a physical feature, for example steps and lifts.
- Take reasonable steps to provide auxiliary aids/services.

- Provide information in an accessible format.
- Develop and implement (by allocating appropriate resources) Accessibility Plans which will:
 - Increase disabled pupils access to the school curriculum
 - Improve the physical environment
 - Improve provision of information.

The duty is an anticipatory and continuing one that schools owe to disabled pupils generally, regardless of whether the school knows that a particular pupil is disabled or whether the school currently has disabled pupils. The school will need to plan ahead for the reasonable adjustments that it may need to make, working with the relevant admissions authority as appropriate.

For more information download guidance from the DfE:

<http://www.education.gov.uk/aboutdfe/policiesandprocedures/equalityanddiversity/a0064570/the-equality-act-2010>

and Equality Human Rights website:

<http://www.equalityhumanrights.com> which includes the guidance for education providers (schools).

5. Our Ethos/Mission

The East Somerset Federation which encompasses Bruton Primary School, Ditchat Primary School, Upton Noble C of E Primary School, Tree House Pre-School and Community Kids Pre-School aspires to be a kind and caring community of lifelong learners - eager to achieve the best for ourselves and others.

6. Addressing Prejudice Related Incidents

Our Federation is opposed to all forms of prejudice and we recognise that children and young people who experience any form of prejudice related discrimination may fair less well in the education system. We ensure that both our pupils and staff have an awareness of the impact of prejudice in order to prevent any incidents. If incidents still occur we address them immediately and report them to the Local Authority using their guidance material. The Local Authority may provide some support.

7. Responsibility

We believe that promoting equality is the whole school's responsibility:

School Community	Responsibility
Governing Body	• Seek to involve and engaging the whole school community in identifying and understanding equality barriers and in the setting of objectives to address these. • Ensure that the policy and its procedures are implemented by the Executive Headteacher. • Publishing data and publishing equality objectives. • Monitoring progress towards achieving equality objectives.

School Community	Responsibility
	• Ensure other policies promote equality. • Give due regard to the Public Sector Equality Duty when making decisions.
Executive Headteacher & Head of Schools	As above including: • Promoting key messages to staff, parents and pupils about equality and what is expected of them and can be expected from the school in carrying out its day to day duties. • Implement the policy and its related procedures. • Make all staff aware of their responsibilities and ensure that they receive adequate training to meet the need of delivering equality, including pupil awareness. • Take appropriate action in any case of actual or potential discrimination. • Ensure that all staff understands their duties regarding recruitment and providing reasonable adjustments to staff. • Ensure that all staff and pupils are aware of the process for reporting and following up bullying and prejudice-related incidents.
Senior Management Team	• Leading on actions to achieve our equality objectives. • Ensuring fair treatment and access to services and opportunities. • Ensuring that all staff is aware of their responsibility to record and report prejudice related incidents.
Teaching Staff	• Enact this policy, its commitments and procedures, and their responsibilities associated with this policy. • Ensuring that they are aware of their responsibility to record and report prejudice related incidents. • Deal with bullying and discriminatory incidents, and know how to identify and challenge prejudice and stereotyping. • Promote equality and good relations and not discriminate on any grounds. • Attend such training and information opportunities as necessary to enact this policy and keep up to date with equality legislation. • To be models of equal opportunities through their words and actions. • Helping in delivering the right outcomes for pupils. • Designing and delivering an inclusive curriculum.
Non-teaching Staff	• Supporting the schools and the Governing Body in delivering a fair and equitable service to all stakeholders. • Upholding the commitment made by the Executive Headteacher on how pupils and parents/carers can be expected to be treated. • Supporting colleagues within the school community. • Ensuring that they are aware of their responsibility to record and report prejudice related incidents.
Parents	• Taking an active part in identifying barriers for our community and constructively informing the Governing Body of actions that could be/might be taken to eradicate these • Taking an active role in supporting and challenging the school to achieve the commitment given to the school community in tackling inequality and achieving equality of opportunity for all.

School Community	Responsibility
Pupils	• Helping the school to achieve the commitment made to tackling inequality. • Upholding the commitment made by the Executive Headteacher on how pupils and parents/carers, staff and the wider school community can be expected to be treated.
Visitors (e.g. parent helpers, contractors)	• To be aware of, and comply with, the school's equality policy. • To refrain from engaging in discriminatory behaviour (for example, racist language) on school premises.
Local Community Members	• Taking an active part in identifying barriers for our community and constructively informing the Governing Body of actions that could be/might be taken to eradicate these • Taking an active role in supporting and challenging the school to achieve the commitment made to the school community in tackling inequality and achieving equality of opportunity for all.

We will ensure that the whole school community is aware of the single Equality Policy and our published equality information and equality objectives by publishing them on the school website and any other outlet the Governing Body deem appropriate.

8. Breaches

Breaches to this statement will be dealt with in the same ways that breaches of other school policies are dealt with, as determined by the Executive Headteacher and Governing Body.

9. Monitor and Review

Every year we will review and report on our progress towards meeting our equality objectives. At least every four years, we will review our objectives, taking into account any changes in our school profile and other evidence of need. Our objectives will sit in our overall school improvement plan and therefore will be reviewed as part of this process.