



The John Hampden School Wendover EQUALITIES POLICY

June 2021

Date of last review: February 2018
Date of next review June 2025

Statement of Principle

- Discrimination on the basis of gender, age, ability/disability, sexual orientation, ethnicity, faith or gender reassignment is unacceptable in this school.
- Every pupil and teacher will endeavour to guard against discrimination by personally contributing towards a happy and caring environment and by showing respect for and appreciation of each other as individuals; an equal opportunities philosophy will be practised by all staff and governors.
- This school will endeavour to educate, develop and prepare all our pupils, whatever their gender, age, ability/disability, sexual orientation, ethnicity, faith or gender reassignment for life in modern society.
- The school acknowledges the complexity of British society and recognises that it would be failing the pupils if it did not prepare them for their integral part in our multicultural society.
- The school is committed to emphasising the common elements and values of our multiple cultures rather than highlighting conflicting areas.

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 (See Appendix A)
- 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.
- This document also complies with our funding agreement and articles of association.

Aims

The John Hampden School Wendover aims 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
- Ensure that equal access is achieved by everyone.
- Strive to break down prejudices and build positive attitudes.
- Promote understanding of and mutual respect for all members of society regardless of differences.
- Reduce discrimination by operating a fair and just school community.

Roles and responsibilities

The Governing Board 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
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the Head Teacher.

There is an equality link governor whose responsibilities include:

- Meeting with the designated member of staff for equality annually or more frequently when/if appropriate, and other relevant staff members, to discuss any issues and how these are being addressed
- Ensuring familiarity with all relevant legislation and the contents of this document
- Reporting 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

The designated member of staff for equality will:

- Support the Head Teacher in promoting knowledge and understanding of the equality objectives amongst staff and pupils
- Meet with the equality link governor annually or more frequently when/if appropriate to raise and discuss any issues
- Support the Head Teacher in identifying any staff training needs, and deliver training as necessary

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

Equality and Diversity Objectives 2021-2025

- 1. To promote cultural and diversity awareness and understanding through a rich range of experiences both in and beyond the school**
- 2. To monitor and promote the involvement of all pupils in the extra-curricular/enrichment activities within the school, including opportunities to take leadership responsibility**
- 3. To increase the level and quality of parental engagement thereby reducing or removing inequalities in pupil's access to home support by extending a targeted offer of support to foster good relationships between the school and those who have protected characteristics, including those listed in the Equality Act, and those who do not**
- 4. To narrow the attainment gap between all groups of pupils in reading, writing and maths by the end of KS1; especially boys and girls, pupils eligible for free-school meals, pupils with special educational needs and disabilities, looked after children, pupils from Service families and pupils from different heritage groups**

Equal Opportunity in Practice

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
- 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

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. This includes teaching in RE, PSHE, Relationships education and P4C, 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 – we may invite external speakers to contribute
- Working with our local community. This includes inviting community representatives to speak at assemblies, and organising school trips and activities based around the local community
- Encouraging and implementing initiatives to build relationships between different groups of pupils within the school. For example, our school council has representatives from different year groups. All pupils are encouraged to participate in the school's activities, such as extra-curricular clubs. We also work with parents to promote knowledge and understanding of different cultures

The school ensures it has due regard to equality considerations whenever significant decisions are made. The school always considers the impact of significant decisions on particular groups.

1. **Pupil Discrimination** may be on the basis of gender, age, ability/disability, sexual orientation, ethnicity, faith or gender reassignment and may be practised by staff or pupils in the form of bullying, labelling, the expectations of teachers regarding pupils' abilities, the opportunities offered to pupils to take part in curricular or extra-curricular activities and in the resources provided.

To avoid discrimination the following code of practice should be adhered to:

- a) All pupils must have full access to the school's curriculum.
- b) Staff must be constantly aware that their own expectations affect the achievement, behaviour and status of each pupil. On occasion they may need to take positive action to support an individual or group of children identified as underachieving in a particular area (eg give extra support to boys who are not performing as well as girls in writing, or to girls who are underperforming in maths compared to boys in their class, or

additional support to a child with hearing difficulties) but may not discriminate eg. by not providing the same support for other children who need it.

c) The curriculum must be balanced, objective and sensitive, taking into account the diversity of the pupils.

d) Teaching styles and forms of classroom organisation should not discriminate against any section of a class as classified by gender, age, ability/disability, sexual orientation, ethnicity, faith or gender reassignment.

e) Extra-curricular activities should be accessible to all pupils on an equal opportunities basis.

f) Within the curriculum, particularly through RE, P4C, PSHE and Relationships Education, and collective worship children should be given opportunities to explore the attitudes and prejudices which result in racism, sexism, bullying and other forms of discrimination and to develop understanding of and respect for widely differing members of society.

g) The hidden curriculum, the ethos of the school, the relationships experienced and the fair and just operation of the behaviour policy, should present a non-discriminatory way of life as an example to pupils.

2. **Staff Discrimination** is equally unacceptable in relation to staff, teaching and non-teaching, and the following principles and procedures exist to protect staff.

a) The school values diversity amongst staff.

b) In all staff appointments the best candidate will be appointed, based upon strictly professional criteria.

c) The governors have adopted the LA personnel procedures for staff, all of which are based on an equal opportunities policy.

d) All staff are paid according to national or local authority pay structures which ensure "Equal pay for work of equal value".

e) Opportunities for training and promotion will be equally accessible to all staff regardless of gender, age, ability/disability, sexual orientation, ethnicity, faith, gender reassignment, pregnancy or maternity.

3. **Racism**

The Equality Act 2010 places a duty on Local Authorities in regard to racial discrimination:

- Firstly to eliminate unlawful discrimination i.e. on grounds of race, colour, nationality (including citizenship) and ethnic or national origin
- Secondly to promote equality of opportunity and good relations between persons of different racial groups. It is unlawful for educational establishments to discriminate in the way they offer admission, or access to benefits, facilities or services.

NB. For the purpose of legislation Roma, Gypsies and Travellers are classed as a racial group.

Our school will strive to:

- eliminate racial discrimination;
- promote equality of opportunity;
- promote good relations between people of different racial groups.

The school is predominately populated with white Caucasian children. Therefore any child who does not fit this category is likely to stand out, and may as a result attract

some form of racial response. Additionally since there are comparatively few children of ethnic minorities it is likely that some children will not have had previous experience of racial issues and may not be well equipped to deal with some situations in an acceptable way. Similarly parents, and possibly governors or staff, may also have had comparatively little experience of people from different backgrounds.

Racism includes all practices and procedures that discriminate against people because of their race, colour, culture, nationality and national or ethnic origins (including religion and language) whether on an individual, institutional or cultural level.

Discrimination means action or behaviour which disadvantages a group of people. Racist views and prejudice often lead to discriminatory behaviour or practices.

Racism can take many forms, from direct harassment e.g. racist name calling, physical bullying, to indirect or institutional racism such as discriminatory admission criteria, allocation to teaching groups etc.

Racist behaviour is often, but not exclusively, directed by white pupils towards pupils from minority ethnic groups in school.

A Racist Incident is defined as any incident which is perceived to be racist by the victim or any other person.

The purpose is not to prejudge the motive behind an incident but to ensure any investigation takes full account of the possibility.

The definition includes any hostile or offensive act by a person of one racial or ethnic group against a person of another racial or ethnic group, or incitement to commit such an act, for reasons of colour, culture, race or ethnicity.

For example:-

- Verbal abuse and threatening behaviour – derogatory name calling, insults, racist jokes, threats, racist language
- Racist comments – racist comments in the course of lessons, ridicule of an individual's cultural differences (food, music, dress, language)
- Physical assaults – assault against a person or group because of their colour, race or ethnicity
- Damage to property (racially motivated)
- Racist graffiti Discriminatory behaviour – refusal to co-operate with others due to their ethnic origin
- Incitement to behave in a racist manner

Our school is committed to:

- Being proactive in promoting racial equality and good race relations and tackling racial discrimination
- Encouraging, supporting and enabling all pupils and staff to make effective progress
- Working in partnership with parents and the wider community to establish, promote and disseminate racial equality and tackle racial discrimination

- Using opportunities within the curriculum to build the children's understanding and tolerance of other races, faiths and cultures.

All aspects of the school's curriculum should reflect the need for accurate depiction and portrayal of different cultures.

This should include:

- The purchase and use of appropriate resources to support multicultural education within the hidden curriculum i.e. books for the library, class texts etc. which relate to a multicultural dimension
- The purchase and use of appropriate resources which support direct teaching concerning multicultural education i.e. assembly resources, PSHE materials etc.
- The inclusion of a multicultural dimension in the pupils' spiritual, moral, social and cultural education, assemblies, PSHE, music, art, geography etc.
- The correct use of language when referring to other cultures i.e Inuits (not Eskimos), Native American Indians (not red Indians, redskins) etc
- The avoidance of stereotypes (all Africans live in mud huts, Inuits live in igloos)

A response is necessary to all racist incidents. The context in which an incident occurs, and the age of those involved will influence how the incident is dealt with.

General guidelines include:

- acknowledge the incident and express disapproval
- support the victim
- identify the racist behaviour
- explain to those responsible as well as to observers what is unacceptable about the incident; e.g. racist insults and behaviour hurt, they are an attack on the individuals family/community/heritage, they are intimidating/threatening to groups of people not just the individuals under attack
- consider appropriate action
- record incident formally
- Inform Headteacher
- consider contacting both sets of parents if appropriate

All staff are responsible for reporting racist incidents and promoting racial equality. Monitoring of the day to day implementation will be the responsibility of the Head Teacher by means of the written reports. Governors will also be able to monitor the implementation of this policy through termly reports to the Governing Board and their programme of visits.

4. Disability

a) The Equality Act 2010 allows schools to treat disabled pupils more favourably than non-disabled pupils in order to enable them equal opportunities in all areas.

b) No pupil or member of staff may be discriminated against on the grounds of disability and the school makes additional arrangements to ensure full access for those who are disabled, both in terms of the buildings and in terms of the activities that take place in the school.

c) The Governing Board has an accessibility plan which is monitored by the Finance, Premises, Health & Safety committee and the Equality and Diversity governor.

d) We have within our school and wider community, people who for a wide range of reasons have special requirements that we need to cater for. These might be pupils, teachers, other staff, governors, parents/carers, regular or occasional visitors including contractors staff. To ensure that the school discharges its duty of care we will write a risk assessment and/or a healthcare plan or we will arrange temporary provisions. The Head Teacher in consultation with relevant others will decide which is the appropriate course of action. Where these special requirements are either long term in a regular user or of a short term significant nature we will establish an individual plan. This may take the form of any of the following:

- Procedures for assistance in specific circumstance eg severe asthma attack
- Provisions of special equipment and associated staff training e.g. sign language training for a person with hearing difficulty
- Special physical access arrangements

The features of these plans are that they are:

- Specific to one person
- Written down
- Require awareness by designated people

Where the special requirements are short term and apply to a temporary or irregular visitor the requirements will be met by Temporary Provisions. This might take the form of:

- Creating special areas in a school play performance for persons in wheelchairs
- Providing a “buddy” for a frail elderly person visiting the school
- Designating a person to assist a person with impairment in the case of a fire alarm

The features of these are that they are:

- For a specific period of time and then lapse
- Not written down
- Might apply to a group of people or one specific person

5. **Gender**

a) No pupil or member of staff may be discriminated against on the grounds of gender.

b) Currently there are no male teachers or teaching assistants on the staff, and only three male members of staff in total and this may adversely affect the pupils in terms of strong male role models. However, during selection of staff the strongest candidate will always be appointed, regardless of gender.

c) Because of the lack of male teachers and teaching assistants the school ensures that men are invited to attend the school and run events/activities, such as curriculum events/lessons, PE activities and extra-curricular activities. Male parents and grandparents are also encouraged to visit or work in the school on a voluntary basis.

6. **Language**

- a) The school views language diversity positively and staff should be aware of the language, accent or dialect spoken by pupils and their families. Staff must be conscious of any racist or sexist connotations in the language that they themselves use.
- b) Pupils and staff must feel that their language, dialect or accent is valued. They should therefore be allowed to use their home language in school, but should never use it to exclude others.
- c) Incidents of pupils being unkind to others because of their accents or the way they speak will not be tolerated.

7. Resources

- a) The school aims to provide for all pupils according to their needs irrespective of gender, age, ability/disability, sexual orientation, ethnicity, faith or gender reassignment.
- b) Whenever possible staff should ensure that the resources used in all curriculum areas are multi-cultural and non-sexist, containing positive images of all groups.
- c) Variety should be evident in the morals, stories and information offered to children. Pupils should have access to accurate information about similarities and differences between cultural groups.

This policy will be reviewed by the staff and Governing Board at least every 4 years.

This document links to the following policies:

- Accessibility plan
- Behaviour policy

Sue Barnes

June 2021

Appendix A

The Equality Act 2010

The Equality Act 2010 replaced all existing equality legislation from 1st October 2010.

It streamlines all the various legislation into a single requirement.

The Act prohibits schools from discriminating against, harassing or victimising:

- prospective pupils
- pupils at the school
- in some circumstances former pupils
- Schools also have obligations as employers, bodies which carry out public functions and service providers.

What the law protects against

These are the main forms of prohibited conduct.

Discrimination

This includes:

- Treating a person worse than someone else because of a protected characteristic (known as **direct discrimination**). Although in the case of pregnancy and maternity direct discrimination, this can occur if they have protected characteristic without needing to compare treatment to someone else. It is not possible to justify direct discrimination, so it will always be unlawful.
- Putting in place a rule or way of doing things that has a worse impact on someone with a protected characteristic than someone without one, when this cannot be objectively justified (known as **indirect discrimination**). Indirect discrimination will occur if the following four conditions are met:
 - You apply (or would apply) the provision, criterion or practice equally to all relevant pupils, including a particular pupil with a protected characteristic, and

- The provision, criterion or practice puts or would put pupils sharing a protected characteristic at a particular disadvantage compared to relevant pupils who do not share that characteristic, and
 - The provision, criteria, practice or rule puts or would put the particular pupil at that disadvantage, and
 - You cannot show that the provision, criteria of practice is justified as a 'proportionate means of achieving a legitimate aim'.
- Treating a disabled person unfavourably because of something connected with their disability when this cannot be justified (**known as discrimination arising from disability**). Discrimination arising from disability occurs when you treat a disabled pupil unfavourably because of something connected with their disability and cannot justify such treatment. Discrimination arising from disability is different from direct discrimination. Direct discrimination occurs because of the protected characteristic of disability. For discrimination arising from disability, the motive for the treatment does not matter; the question is whether the disabled pupil has been treated unfavourably because of something connected with their disability.

Discrimination arising from disability is also different from indirect discrimination. There is no need to show that other people have been affected alongside the individual disabled pupil or for the disabled pupil to compare themselves with anyone else. Discrimination arising from disability will occur if the following three conditions are met:

- you treat a disabled pupil unfavourably, that is putting them at a disadvantage, even if this was not your intention, and
 - this treatment is because of something connected with the disabled pupil's disability, and
 - you cannot justify the treatment by showing that it is 'a proportionate means of achieving a legitimate aim'.
- **Failing to make reasonable adjustments for disabled people.**
- The reasonable adjustments duty was first introduced under the Disability Discrimination Act 1995. The reasonable adjustments duty under the Equality Act operates slightly differently and has been extended to cover the provision by a school of auxiliary aids and services; however this element of the duty will not come into force until a later date yet to be confirmed. The object of the duty is the same: to avoid as far as possible by reasonable means, the disadvantage which a disabled pupil experiences because of their disability.
 - In some cases the support a disabled pupil may receive under the special educational needs framework may mean that they do not suffer a substantial disadvantage and there is no need for additional reasonable adjustments to be made for them. In other cases disabled pupils may require reasonable adjustments in addition to the special educational provision they are receiving. There are also disabled pupils who do not have special educational needs but still require reasonable adjustments to be made for them.

Harassment

- Unwanted conduct which has the purpose or effect of violating someone's dignity or which is hostile, degrading, humiliating or offensive to someone with a protected characteristic or in a way that is sexual in nature.

Victimisation

- Treating someone unfavourably because they have taken (or might be taking) action under the Equality Act or supporting somebody who is doing so. These are called 'protected acts'

A 'protected act' is:

- Making a claim or complaint of discrimination (under the Act).
- Helping someone else to make a claim by giving evidence or information.
- Making an allegation that the school or someone else has breached the Act.
- Doing anything else in connection with the Act.

There is also protection for pupils who are victimised because their parent or sibling has carried out a protected act.

As well as these characteristics, the law also protects people from being discriminated against:

- By someone who wrongly perceives them to have one of the protected characteristics.
- Because they are associated with someone who has a protected characteristic. This includes the parent of a disabled child or adult or someone else who is caring for a disabled person.

New positive action provisions

Pupils with protected characteristics may be disadvantaged for social or economic reasons or for reasons to do with past or present discrimination. The Act contains provisions which enable schools to take action to tackle the particular disadvantage, different needs or disproportionately low participation of a particular pupil group, provided certain conditions are met.

These are known as the positive action provisions and allow (but do not require) schools to take proportionate action to address the disadvantage faced by particular groups of pupils. Such action could include targeted provision, resources or putting in place additional or bespoke provision to benefit a particular disadvantaged pupil group.

Positive action is intended to be a measure that will allow schools to provide additional benefits to some pupils to address disadvantage and is not the same as positive discrimination. Positive discrimination would be providing preferential treatment for a particular disadvantaged pupil group that exceeded the positive action conditions.

It is never unlawful to treat disabled pupils (or applicants) more favourably than non-disabled pupils (or applicants). That is, a school is permitted to positively discriminate in favour of disabled pupils (applicants).