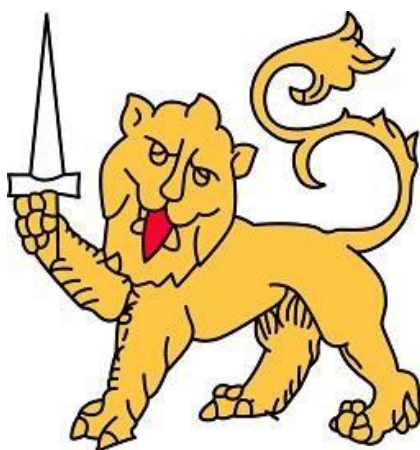


Federation Equalities Policy

Aylestone School federated with Broadlands

Primary and Withington Primary



Approved by: Federation Governors

Date: September 2021

Last reviewed by/on: September 2021

S L Alderton

Next review due by: September 2025

Contents

- Introduction
- Section 1 - Disability equality
- Section 2 - Gender equality
- Section 3 - Racial equality
- Section 4 - Religious equality
- Section 5 - Sexual orientation equality
- Section 6 – Gender Reassignment
- Section 7 – pregnancy or maternity
- Appendix 1 – Broadlands and Withington Protocols
- Appendix 2 – Federation Equality Objectives

Your privacy is extremely important to us. Please take the time to view our full Privacy Policy, which is available on all federation websites, where we state the types of data we hold and how we use it. All data is collected and held in accordance of General Data Protection Regulation (GDPR) and the expected provisions of the Data Protection Act 2018 (DPA 2018) as set out in the Data Protection Bill. We will only share your data with third parties where we have either your expressed permission or the law requires it.

For any further information regarding GDPR talk to our data protection officer (DPO):

Ms Samantha Smith at igschools@herefordshire.gov.uk 01432 260 282.

Introduction

The Federated schools of Aylestone School, Broadlands and Withington County Primary Schools are committed to providing equality of opportunity for all students and all staff members within the responsibility of the federation. In order to ensure that this commitment is translated to actuality the Federation will –

- Make sure that relevant training occurs to keep up to date with good practice in work involved in all of the subsections as above.
- Ensure that student and parent voice is used to monitor the effectiveness of the outcomes of policies in each subsection above.
- Review the effectiveness of the information gathering mechanisms as a matter of course, to see where improvements can be made.
- Use the information to inform policy review and subsequent Federation practice.
- Use the Safeguarding Committee and the Governing Body to ensure regular review of the relevant policies as above . Write key priorities emerging from information gathering into the annual school action plan.
- As part of the Safeguarding Committee annual report to Governors, report on equality policy effectiveness.
- Ensure that strategies are used to raise the awareness of staff members to their responsibilities within the policies outlined in the subsections above.

Policy implementation

The Governing Body is responsible for ensuring that there is compliance with legislation, and that this policy and its related procedures and strategies are implemented.

The Executive Headteacher and their deputies is responsible for implementing the policy; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination.

The school has due regard to the public sector equality duty:

A public authority must, in the exercise of its functions, have due regard to the need to—

(a)eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act;

(b)advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it;

(c)foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

Having due regard to the need to advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it involves having due regard, in particular, to the need to—

(a)remove or minimise disadvantages suffered by persons who share a relevant protected characteristic that are connected to that characteristic;

(b)take steps to meet the needs of persons who share a relevant protected characteristic that are different from the needs of persons who do not share it;

(c)encourage persons who share a relevant protected characteristic to participate in public life or in any other activity in which participation by such persons is disproportionately low.

The steps involved in meeting the needs of disabled persons that are different from the needs of persons who are not disabled include, in particular, steps to take account of disabled persons' disabilities.

Having due regard to the need to foster good relations between persons who share a relevant protected characteristic and persons who do not share it involves having due regard, in particular, to the need to—

(a)tackle prejudice, and

(b)promote understanding.

Compliance with the duties in this section may involve treating some persons more favourably than others; but that is not to be taken as permitting conduct that would otherwise be prohibited by or under this Act.

The relevant protected characteristics are—

- age;
- disability;
- gender reassignment;
- pregnancy and maternity;
- race;
- religion or belief;
- sex;
- sexual orientation.

A reference to conduct that is prohibited by or under this Act includes a reference to—

(a)a breach of an equality clause or rule;

(b)a breach of a non-discrimination rule.

Section 1 Equality Policy: Disability Equality

The Equality Act 2010 places a duty to promote disability equality on all public bodies, including schools and local authorities.

A disabled person is someone who has *‘a physical or mental impairment which has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.’*

We recognise that at Aylestone and at Broadlands and Withington Primary School we must strive to achieve the following:

- Eliminate discrimination
- Eliminate harassment related to a disability
- Promote equality of opportunity between disabled people and other people
- Promote positive attitudes towards disabled people
- Encourage participation by disabled people in public life
- Take steps to take account of disabled people's disabilities

At Aylestone and at Broadlands and Withington Primary School no one will be discriminated against because they are disabled whether they are employees, parents or students and efforts will be made, as necessary, to make reasonable adjustments for disabled employees, parents and students. Such adjustments will take account of factors such as the cost of the adjustment, its practicality and the level of financial resources available.

At Aylestone and at Broadlands and Withington Primary School, no student will be subject to discrimination on the grounds of their disability in relation to:

- Admissions
- Exclusions
- Education and associated services
- Access to the curriculum

In addition, all employees are required to do the following:

- promote equality of opportunity between disabled people and others
- eliminate discrimination that is unlawful under the Equality Act
- eliminate any harassment of disabled people that is related to their disability
- promote positive attitudes towards disabled people

Section 2 Equality Policy: Gender Equality

The Equality Act 2010, makes discrimination on the grounds of gender unlawful. Students and parents (both current and prospective), staff, and other people using the school facilities are all covered by this act.

Gender includes men, women, boys and girls. The act also includes people who have changed their sex or gender (trans-gender people).

At Aylestone and at Broadlands and Withington Primary School, no person will be subject to discrimination on the grounds of their gender in relation to:

- Admission.
- Exclusions.
- The education he/she receives at Aylestone and at Broadlands and Withington Primary School.
- The benefits, facilities and services available.
- Employment opportunities.

At Aylestone and at Broadlands and Withington Primary School we pay due regard, in all our functions, to the need to:

- Eliminate unlawful discrimination and harassment on the grounds of sex, including sexual bullying, violence and exploitation.
- Promote equality of opportunity between genders.

Gender stereotypes. Every student and staff member matters. The whole-school curriculum seek to challenge gender stereotypes, both implicitly and explicitly through information, guidance and advice, work-related learning, and Personal, Social and Health Education, and this is audited through the school monitoring processes.

Regular analysis of pupil tracking data ensures that underachievement by boys/girls can be addressed by: modification of teaching styles; use of support staff to target support; early intervention programmes for girls/boys.

Every student matters and when a young person encounters serious gender-related difficulties (e.g. domestic violence), the young person's needs will be addressed by the protocols laid out in the Child Protection Policy.

Teenage pregnancy. There is a strong link between low educational attainment and teenage pregnancy. At Aylestone we aim to remove the barriers to accessing education for young mothers by offering a flexible model of learning that includes a modified timetable; small group support within Student Services; a mentor from the Senior Leadership Team who coordinates support through a Pastoral Support Plan or EHA.

Sexual bullying. All reported incidents of sexual bullying and harassment are recorded and dealt with, following the protocols laid out in the school's behaviour and peer on peer abuse policies.

Policy implementation

The Governing Body is responsible for ensuring that there is compliance with legislation, and that this policy and its related procedures and strategies are implemented.

The Executive Headteacher and their deputies are responsible for implementing the policy: for ensuring all staff are able to work safely, free of gender stereotyping or sexual bullying; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in line with the school's behaviour and peer on peer abuse policies in any cases of unlawful discrimination.

Section 3 Equality Policy: Race Equality and Cultural Diversity.

Aylestone and Broadlands and Withington Primary School Primary School have specific responsibilities under the Race Relations (Amendment) Act 2000 and the Equality Act 2010. We are committed to:

- promoting equality of opportunity

- promoting good relations between members of different racial, cultural and religious groups and communities through our curriculum and behaviours
- eliminating unlawful discrimination

We actively promote race equality and cultural diversity in our curriculum and are opposed to all forms of racism and xenophobia, including those forms directed towards religious groups and communities, for example, Islamophobia, and against travellers, refugees and asylum-seekers.

Aims/Purpose

In fulfilling our aims, we are guided by the following 3 key principles:

- Every student must have opportunities to achieve the highest possible standards, and the best possible qualifications for the next stages of his/her life and education.
- Every staff member must have the opportunity to fulfil their role to the best possible standard.
- Every student and every member of staff must be helped to develop a sense of personal and cultural identity that is confident and open to change, and that is receptive and respectful towards other identities.
- Every student and every member of staff must develop the knowledge, understanding and skills that they need in order to participate in Britain's multi-ethnic society, and in the wider context of an interdependent multi- cultural and multi-faith world.

Policy Context

At Aylestone and at Broadlands and Withington Primary School Primary School we ensure that the principles listed above apply to the full range of our policies and practices, including those that are concerned with:

- Student progress, attainment and assessment.
- Behaviour, discipline and exclusions.
- Students' personal development and pastoral care.
- Teaching and learning.
- Admissions and attendance.
- The content of the curriculum.
- Staff recruitment and professional development.
- Partnerships with parents and communities.

Dealing with Racist Incidents

All staff are expected to deal with racist incidents that may occur towards any member of staff or any students; to know how to identify and challenge racial and cultural bias and stereotyping; to support students in their class for whom English is an additional language; and to incorporate principles of equality and diversity into all aspects of their work.

Reported incidents of Racial Abuse are dealt with following the protocols set out in the college's BRASH policy.

All incidents are dealt with very seriously and in line with the school's Behaviour policy.

We ensure that the content of this policy is known to all staff and governors, and also, as appropriate, to all students and parents.

Respect and Tolerance

We respect the religious beliefs and practices of all staff, pupils and parents, and comply with all reasonable requests relating to religious observance and practice.

We ensure that the School Development Plan addresses issues that relate to the implementation of this policy. We collect study and use quantitative and qualitative data (BRASH data, stored on Sims) as a means of monitoring and evaluating the policy and its impact upon the life of the school, including the attitudes, values and practices of students and staff

Breaches and Remedies

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

Support and advice is available from:

Support for Parents and students:

- <https://www.bullying.co.uk/advice-for-parents/what-to-do-about-racist-bullying/>
- <https://www.nspcc.org.uk/keeping-children-safe/support-for-parents/children-race-racism-racial-bullying/>
- <https://static1.squarespace.com/static/574451fe37013bd0515647ac/t/5b5ecaf970a6addd33f4ee0c/1532939010049/A+Guide+for+parents+for+reporting+suspected+racist+incidents+in+school.pdf>

Support for teachers:

- <https://www.bameednetwork.com/resources-database/>
- <https://www.bameednetwork.com/equality-diversity-and-inclusion-directory/>

Section 4 Equality Policy: Religion and Belief

The Equality Act (2010) makes discrimination on the grounds of religion or belief unlawful. Students and parents (both current and prospective), staff, and other people using the college and school facilities are all covered by this act.

Aylestone and Broadlands and Withington Primary School Primary School seek to celebrate the religious and belief systems (non-religious) of all their community members.

At Aylestone and Broadlands and Withington Primary School Primary School, no person will be subject to discrimination on the grounds of their religion or belief in relation to:

- Admission.
- Exclusions.
- The education he/she receives.
- The benefits, facilities and services available.
- Employment opportunities.

We respect the religious beliefs and practices of all staff, pupils and parents, and comply with all reasonable requests relating to religious observance and practice.

School uniform. In setting the school uniform policy, the Governing Body have paid due regard to acceptable dress codes for religious groups.

Curriculum. Aylestone School, and Broadlands, and Withington Primary School deliver a broad-based and inclusive curriculum that includes the teaching of religious education, the teaching of evolution theories in science classes, the use of technology, the use of literature and texts that promote discussion and debate amongst students. Parents/carers with strong religious beliefs may request that their child is withdrawn from lessons relating to Sex and Relationships Education.

Collective worship. Aylestone School, and Broadlands and Withington Primary School aim to deliver a daily act of worship for all students where practicable, which is non-denominational. Parents/carers have a right to withdraw their child from acts of daily worship.

Religious harassment. All reported incidents of sexual bullying and harassment on religious grounds are recorded and dealt with, following the protocols laid out in the BRASH policy.

Section 5 Equality Policy: Sexual Orientation

The Equality Act (2010), makes discrimination on the grounds of sexual orientation unlawful. Students and parents (both current and prospective), staff, and other people using the school facilities are all covered by this act.

The law protects against discrimination on grounds of:

- A person's actual or perceived sexual orientation.
- The sexual orientation of an associate (e.g. family member).

In the federation, no student or member of staff will be subject to discrimination on the grounds of their sexual orientation in relation to:

- Admission to the schools.
- Exclusions from the schools.
- The education he/she receives at the schools.
- The benefits, facilities and services available.

The federation is committed to ensuring that there are no practices which could result in unfair or less favourable treatment of such students or members of staff.

Admissions: The School's admissions code prohibits any discrimination on the basis of a pupil's or parent's/carer's sexual orientation.

Exclusions: No student will be excluded from the federation on the basis of their sexual orientation.

Teaching and the curriculum: In the federation we do not discriminate in delivering any part of the school curriculum or extra-curricular activities. Personal, Social & Health education (PSHE) and Sex and Relationships Education (SRE) meet the needs of all students, whatever their developing sexual orientation or family circumstance. We exercise flexibility to ensure that SRE is taught in a way that is appropriate to the school's ethos. No student is prevented from representing the school or attending school trips because they are (or are perceived to be) gay, lesbian or bisexual.

We offer a balanced view of sexual orientation when addressing the issues of social justice and human rights, and recognise that sexual orientation is intrinsic to an individual's sense of identity.

All students have full entitlement to the services available at the schools.

We support disabled candidates in all assessments and tests by providing relevant access arrangements

Tackling homophobia: At Aylestone and at Broadlands and Withington Primary School we aim to educate staff and students about the negative impact of homophobia by:

- Making staff and students aware that use of homophobic language is unacceptable.
- Treating homophobic incidents as a form of discrimination. Reported incidents are dealt with following the protocols laid out in the college's BRASH policy.
- Responses to incidents of homophobic abuse include sanctions, interviews with Achievement Coordinators and Restorative Justice Meetings. These responses are consistently applied by all staff
- Enlisting the support of External Services for students who have experienced homophobic harassment.

Employment: The Equality Act 2010 makes it unlawful to discriminate, harass or victimise a person on grounds of their (actual or perceived) sexual orientation in employment or vocational training.

At Aylestone and at Broadlands and Withington Primary School we:

- Will not refuse to employ someone, nor decide to dismiss someone, because of their sexual orientation.
- Will not refuse access to training, or to promotion, on the basis of sexual orientation.
- Will act to protect employees against bullying or harassment suffered because of their sexual orientation.
- Will not write unfair references because of an employee's sexual orientation.

Section 6 Gender Reassignment

The Equality Act (2010), makes discrimination on the grounds of gender reassignment unlawful. Students and parents (both current and prospective), staff, and other people using the school facilities are all covered by this act.

The law protects against discrimination on grounds of:

- A person's gender identity.
- The transgender status of an associate (e.g. family member).

In the federation, no student will be subject to discrimination on the grounds of their gender identity in relation to:

- Admission to the college.
- Exclusions from the college.
- The education he/she receives at the college. □ The benefits, facilities and services available.

The federation is committed to ensuring that there are no practices that could result in unfair or less favourable treatment of such students.

Admissions: The School's admissions code prohibits any discrimination on the basis of a pupil or parent's /carer's gender identity.

Exclusions: No student will be excluded from the federation on the basis of their gender identity.

Teaching and the curriculum: In the Federation we do not discriminate in delivering any part of the school curriculum or extra-curricular activities. Personal, Social & Health education (PSHE) and Sex and Relationships Education (SRE) meet the needs of all students, whatever their developing circumstance. We exercise flexibility to ensure that SRE is taught in a way that is appropriate to the school's ethos. No student is prevented from representing the school or attending school trips because they are (or are perceived to be) transgender.

We offer a balanced view of transgender people when addressing the issues of social justice and human rights, and recognise that gender identity is intrinsic to an individual's sense of identity.

All students have full entitlement to the services available at the schools.

Employment: The Equality Act 2010 makes it unlawful to discriminate, harass or victimise a person on grounds of their (actual or perceived) gender identity in employment or vocational training.

At Aylestone and at Broadlands and Withington Primary School we:

- Will not refuse to employ someone, nor decide to dismiss someone, because of their gender identity
- Will not refuse access to training, or to promotion, on the basis of gender identity.
- Will act to protect employees against bullying or harassment suffered because of their gender identity

- Will not write unfair references because of an employee's gender identity.
- The Federation has a gender identity policy

Section 7 Pregnancy and maternity

- Students are protected from discrimination because of pregnancy and maternity. It is unlawful for schools to treat a pupil less favourably because she becomes pregnant or has recently had a baby, or because she is breastfeeding.
- Local authorities have a duty under Section 19 of the Education Act 1996 to arrange suitable full-time education for any pupils of compulsory school age who would not otherwise receive such an education. This could include pupils of compulsory school age who become pregnant or who are parents. We will work closely with the local authority on a case-by-case basis to ensure that individual needs are met. In particular, where pupils are unable to attend their previous school; the local authority would need to consider whether this duty is applied. 'Suitable education' should meet the individual needs of the pupil and must take account of their age, ability, aptitude and individual needs including any special educational needs they may have. Local authorities must have regard to statutory guidance on alternative provision and the ensuring a good education for children unable to attend school because of health needs. This guidance is available on www.GOV.UK.

APPENDIX 1

General Equal Opportunities Protocols: Aylestone, Broadlands and Withington Primary School

1 Aims and objectives

- 1.1** We do not discriminate against anyone, be they staff or pupil, on the grounds of their sex, race, colour, religion, nationality, ethnic or national origins. This is in line with the Equality Act 2010 and covers both direct and indirect discrimination.
- 1.2** We promote the principles of fairness and justice for all through the education that we provide in our school.
- 1.3** We ensure that all pupils have equal access to the full range of educational opportunities provided by the school.
- 1.4** We constantly strive to remove any forms of indirect discrimination that may form barriers to learning.
- 1.5** We ensure that all recruitment, employment, promotion and training systems are fair to all, and provide opportunities for everyone to achieve.
- 1.6** We challenge stereotyping and prejudice whenever it occurs.
- 1.7** We celebrate the cultural diversity of our community and show respect for all minority groups.
- 1.8** We are aware that prejudice and stereotyping is caused by low self-image and ignorance. Through positive educational experiences and support for each individual's point of view, we aim to promote positive social attitudes and respect for all.

2 Anti-racism

- 2.1** It is the right of all pupils to receive the best education the school can provide, with access to all educational activities organised by the school. We do not tolerate any forms of racism or racist behaviour towards any member of the school community- staff or students. Should a racist incident occur, we will act immediately to prevent any repetition of the incident.
- 2.2** We endeavour to make our school welcoming to all minority groups. So, for example, we will immediately remove any offensive graffiti that we may find in school. We promote an understanding of different cultures through the topics studied by the children, and we reflect this in the displays of work shown around the school.
- 2.3** Our curriculum reflects the attitudes, values and respect that we have for minority ethnic groups. So, for example, the history curriculum gives due emphasis to ancient African traditions and cultures in the work that the children do on the Ancient Egyptians. In the religious education curriculum topic on religious festivals, the children study the importance of Diwali to Hindus and Sikhs.

- 2.4** Should anyone at our school be a victim of racist abuse, we will do all we can to support that person in overcoming any difficulties they may have.

3 The Role of Governors

- 3.1** 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.
- 3.2** The governing body seeks to ensure that people with disabilities 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.
- 3.3** The governing body will, in its AGM, make reference to arrangements for disabled pupils.
- 3.4** The school is committed to meeting its objectives under the public sector equality duty

- 3.5** The governors welcome all applications to join the school, whatever background or disability a child may have.
- 3.6** The governing body ensures that no child is discriminated against whilst in our school on account of their sex, religion or race. So, for example, all children have access to the full range of the curriculum, and regulations regarding school uniform will be applied equally to boys and girls. If a child's religion affects the school uniform, then the school will deal with each case sensitively and with respect for the child's cultural traditions.
- 4 The Role of the Executive Head Teacher and their deputies**
- 4.1** It is the Executive Head Teacher and their deputies role to implement the school's equal opportunities and anti-racist policy and s/he is supported by the governing body in so doing.
- 4.2** It is the Executive Head Teacher and their deputies role to ensure that all staff are aware of the school policy on equal opportunities, and that teachers apply these guidelines fairly in all situations.
- 4.3** The Executive Head Teacher and their deputies ensure that all appointments panels give due regard to this policy, so that no-one – students or staff - is discriminated against when it comes to employment or training opportunities.
- 4.4** The Executive Head Teacher and their deputies promote the principle of equal opportunity when developing the curriculum, and promotes 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.
- 4.5** The Executive Head Teacher and their deputies treat all incidents of unfair treatment and any racist incidents with due seriousness.
- 5 The Role of the Class Teacher**
- 5.1** The class teacher ensures that all pupils are treated fairly, equally and with respect. We do not discriminate against any child or staff member.
- 5.2** 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.
- 5.3** 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 contributions women have made to developments in this country's history. In geography topics the teacher attempts to counter stereotypical images of Africa and Asia and to show the true diversity of development in different parts of the world.
- 5.4** All our teachers challenge any incidents of prejudice or racism. We record any serious incidents in the school log book, and draw them to the attention of the Executive Head Teacher or their deputies. Teachers support the work of ancillary or support staff and encourage them to intervene in a positive way against any occurrence of discrimination.
- 6 The Role of Students**
- 6.1** All students will be expected to respect the rights of all students, staff and members of the local community regardless of their gender, race or sexuality.
- 6.2** All students will be encouraged to acknowledge that discrimination will be considered as a breach of the school's behaviour expectations

7 Monitoring and review

7.1 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
- requiring the Executive Head Teacher and their deputies to report to governors on an annual basis on the effectiveness of this policy
- 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.

APPENDIX 2

Federation Equality Objectives

1. High Expectations and Inclusive Education

We ensure that all pupils, in both primary and secondary schools, have equal access to a broad, balanced curriculum and enrichment opportunities. Teaching and support are adapted where needed so every child can succeed.

2. Closing Gaps and Removing Barriers

We use data and staff knowledge to identify any differences in achievement, attendance, behaviour, or engagement between groups of pupils. Targeted support is put in place to help close gaps and meet individual needs.

3. Positive Behaviour, Respect, and Belonging

We promote kindness, respect, and understanding of difference. Pupils are taught to value diversity and to feel confident, safe, and included within our school communities.

4. Preventing Discrimination and Bullying

We take a clear and proactive approach to preventing discrimination, harassment, and bullying, including prejudice-based incidents. Concerns are taken seriously and dealt with consistently across the federation.

5. Supporting and Valuing Our Staff

We are committed to fair recruitment, equal opportunities, and ongoing professional development for all staff. A positive and inclusive staff culture supports strong leadership and benefits pupils.

6. Working in Partnership with Families

We value strong relationships with parents and carers and work closely with families and the wider community to ensure our schools are welcoming, inclusive, and responsive to everyone's needs.

These objectives guide our policies, curriculum planning, staff training, and daily practice. They are reviewed regularly to ensure we continue to meet the needs of our pupils and community.