



## Equalities Policy

<b>Review Due:</b>	May 2021
<b>Date Adopted:</b>	May 2018
<b>Applicable to:</b>	Nunney First School
<b>Reviewed by:</b>	Sue Heal

### Rationale

The Equality Act 2010, replaced nine previous acts regarding rights and opportunities for all, providing protection against indirect and direct discrimination, harassment and victimisation, access to services, premises, education, associations and transport in respect of any of the nine protected characteristics. These characteristics are defined in the act as:

- Race
- Disability
- Sex
- Religion or belief
- Sexual orientation
- Age
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity

Equality ensures that people are treated fairly and makes it easier for people to live and work together. Alongside this Act, the Public Sector Equality Duty (PSED) 2011 stipulates how public organisations such as schools, can promote equality, and their statutory responsibilities to ensure they take all reasonable steps to prevent discrimination, harassment or victimisation.

### Policy Procedures

Nunney First School is one of a number of schools in The Partnership Trust. The Trust's Board of Trustees monitors equitable provision across the Trust whilst delegating to Nunney First School's Local Governing Body, the role of responsible body with regard to equalities across the Nunney First School community. The Local Governing Body, in partnership with the Leadership Team at the school, ensures there is no discrimination, harassment or victimisation for a pupil or potential pupil in relation to:

- Admissions
- The way the school provides education for pupils
- The way the school provides pupils access to any benefit, facility or service
- Excluding a pupil or subjecting them to any other detriment.

The responsible body is also liable for actions taken by all employees unless it can show it has taken all reasonable steps to stop the individual from doing the discriminatory action or from doing anything of that kind.



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The Equality Act 2010 deals with the way in which schools treat their pupils and prospective pupils - the relationship between one pupil and another is not within the Act's scope. However, this policy does require that issues between pupils that fall under one of the nine protected characteristics above, such as homophobic bullying, are taken seriously and treated in the same way as other concerns.

The school's liability not to discriminate, harass or victimise does not end when a pupil has left the school but applies to subsequent actions connected to the previous relationship between the school and pupil, such as the provision of information about former pupils or access to communications and activities of those who were once on the school roll.

The Local Governing Body is responsible for promoting equality at Nunney First School but delegates the practical implementation of these actions to the Senior Leadership Team. The governors and staff of Nunney First School are committed to equal opportunity as defined above, for all pupils, staff, parents and others involved in the community of Trust schools, and to fully meeting the requirements in part 4 of the Disability Discrimination Act 1995 (DDA) and any subsequent requirements. They also have due regard to the Disability Rights Commission (DRC) Code of Practice for Schools (2002).

When making decisions or taking action, those with leadership responsibilities have due regard for the potential impact of actions on people that have protected characteristics. Policies are developed with the premise of equality as a fundamental, and are reviewed with additional requirements in mind.

The Public Sector Equality Duty is integrated into school functions and is embedded in school protocols as an inherent part of practice rather than an external process. Any incidents or concerns are automatically raised as matters for attention at Local Governing Body meetings and where appropriate, at meetings of the Board of Trustees. Such matters are reported as part of the minutes of the meeting along with agreed actions. Governor minutes are accessible on request from the Clerk to Governors/Trustees.

## **Equalities With Regard To Pupils**

We believe that the diversity of our school community is a great asset and that application of equality duty supports good education and improves pupil outcomes as well as staff wellbeing.

The majority of pupils who attend Nunney First School have no faith or come from Christian backgrounds. Most pupils have English as their first language. Some pupils have additional learning needs and a small percentage receive high needs top up funding to help ensure that provision that is additional to and different from that provided for all pupils is in place to meet their needs. The makeup of specific special educational needs in the school's population is constantly changing; provision and processes are continuously monitored and updated to ensure equitable access for all pupils attending the school.



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Nunney First School will keep the access needs of the school under review with regard to equality of provision and plan for improvements for pupils within the following three strands:

1. The physical environment
2. The curriculum
3. The delivery of information.

## The Physical Environment

Nunney First School's leadership team will ensure that the site the school occupies has accommodation designed and adapted to ensure that pupils and staff have access to all appropriate areas. Furniture, fixtures and fittings in the school are appropriate to the needs of pupils and are altered as necessary, depending on individual and cohort need. Future developments on the school site will be constructed with accessibility in mind.

Nunney First School occupies a flat site and is resourced to meet the needs of those with accessibility needs. The school is well-equipped, is accessible to all and has well-trained staff and a range of equipment to promote equitable access.

## The Curriculum

Nunney First School aims to offer a broad and balanced curriculum. It works to ensure that the physical environment is accessible and that written information is available to all pupils and their families. The school's curriculum is developed to ensure equitable and age appropriate independent access for pupils. Personalisation of curriculum delivery, where positive adaptations are made to meet the specific needs of individuals and cohorts of learners also takes place. This is managed in discussion with the pupil/s, their parents/carers and external professionals who are contributing to a named pupil's education, health and care needs. The following processes are used to ensure equality of access:

- Curriculum audits resulting in re-writing/amending schemes of work to ensure equal opportunities are offered to all pupils
- Curriculum delivery reviews looking at pupil groupings, timetabling etc. to ensure equal access for all pupils
- Staff training including use of specific techniques and access to existing and emerging technologies and digital resources e.g. access for pupils with hearing / visual / physical impairments
- Assessment and application of appropriate access arrangements to ensure all pupils are able to achieve to their best ability.

Personal, Health, Social and Moral Education (PHSME) is delivered to all pupils through lessons, assemblies and across the curriculum both formally and informally. There is emphasis in this curriculum, on celebrating difference and diversity. The PHSME curriculum also promotes empathy and understanding between pupils and addresses bullying. High priority is placed on developing pupils' understanding and teaching preventative strategies with regard to equalities issues.



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Offsite activities are planned with due regard for the individual needs of those involved. Every offsite visit and its associated activity is risk assessed for suitability, taking care to ensure that adaptations are made as required, to accommodate a named pupil's needs whilst not reducing the experiences on offer to others in the cohort / group.

## The Delivery Of Information

The school believes that the free exchange of information is vital and every effort is made to ensure that communication between Nunney First School, pupils and parents/carers is clear, succinct and accessible to all. Personal sharing of information takes place through pupil progress meetings, parents' evenings etc. Other information is exchanged in a variety of ways including: personal contact; telephone calls; secure texts; letters and a cloud based, secure parent/school communication platform called Class Dojo. Information associated with the attainment and progress of individual pupils is shared with parents/carers in written reports. Details regarding expenditure and the impact of initiatives such as the Pupil Premium Grant and PE and Sport Premium are published on the school's website. These initiatives are relevant to equalities as they can include provision for those with protected characteristics as named in this policy.

## Staff

Nunney First School's commitment to equal opportunities is expressed across its policies, in materials for job applications and in staff job descriptions. As an employer, The Partnership Trust has a commitment to equality, which encompasses direct and indirect discrimination. On behalf of its school communities, The Partnership Trust will make every effort to be proactive in its approach to equality for all employees. Nunney First School follows The Partnership Trust's Equalities Policy with regard to recruitment of staff; this details the procedures followed to ensure equity during the application and interview process, and following employment.

All systems and policies are designed to ensure that there is no bias against any minority group; if bias is discovered, The Partnership Trust and Nunney First School's Local Governing Body have a commitment to redressing it. It is our intention that everyone is treated equitably and with respect, and we regularly examine procedures and practices to ensure that they are working.

Nunney First School provides a safe and secure environment for all staff and pupils and will take action against all forms of discrimination and harassment. Harassment of staff or pupils, whether physical or verbal, by members of the public or colleagues / peers is unacceptable.

Complaints will be dealt with promptly and will be monitored against all areas covered by legislation. We aim for openness and transparency. We will encourage the use of external agencies to support the Complaints Procedure where required.

Schools must demonstrate their compliance with the general duty with regard to equalities. There is no longer a requirement for a specific action plan and schools may demonstrate compliance through incorporation of appropriate equalities objectives in the individual School Improvement Plan and the school's Accessibility Plan. These are



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implemented, monitored and reviewed to track impact and next steps in line with school leadership and Local Governing Body processes for monitoring the work of the school.

## Additional Relevant Documents

For further information please refer to the following documentation:

- Equalities Policy – Recruitment (The Partnership Trust)
- SEND Policy
- Supporting Pupils With Medical Needs Policy
- Intimate Care Policy
- Behaviour Policy
- Admissions Policy
- Assessment, Recording and Reporting Policy
- School Improvement Plan
- Complaints Procedure (The Partnership Trust)

This Equalities Policy is informed by:

- The Race Relations (Amendment) Act 2000
- Disability Discrimination Act (DDA) 1995
- Part 4 of the Disability Discrimination Act (DDA) 2005
- The Equality Act 2010 and its 2014 amendments
- Public Sector Equality Duty (PSED) 2011
- Disability Rights Commission (DRC) Code of Practice for Schools (2002)
- Equality and Human Rights Commission

Date adopted by the Local Governing Body: 21.05.18

Signed: **Geoff Andrews** Chair of Governors

Next review due: May 2021