

EQUALITIES POLICY AND ACTION PLAN

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**1. Introduction**

1.1 This policy has been prepared in accord with the Equality Act 2010

1.2 The policy relates to pupils, staff and others using the school's facilities.

1.3 The 'protected characteristics' referred to in this policy apply to the following (in line with the Equality Act 2010):

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

1.4 The policy should be read in conjunction with the school's Equality Plan and any other relevant policies.

1.5 For pupils, staff and others using the Boxmoor Primary School facilities, we are committed to the need to:

- Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited under the Equality Act 2010
- Advancing equality of opportunity between people who share a protected characteristic and those who do not
- Fostering good relations between people who share a protected characteristic and those who do not

1.6 We are committed to giving all pupils every opportunity to achieve the highest standards by:

1.6.1 taking account of their varied experiences and needs;

- 1.6.2 offering a broad and balanced curriculum;
- 1.6.3 having high expectations of all pupils

1.7 This policy should be read in conjunction with the following school policies:

- Equality Plan for the school
- Accessibility Plan
- Child Protection & Safeguarding Policies
- Pupil Discipline (including Anti-Bullying) Policy
- School Uniform Policy
- Sex & Relationships Education Policy
- Special Educational Needs Policy

## **2. Aims and Objectives**

- 2.1 We do not unlawfully discriminate against anyone, whether pupil, parent, staff or visitor, on the grounds of, or related to, any of the protected characteristics (detailed in section 1.3).
- 2.2 We promote the principles of fairness and justice for all through the education that it provides in the school.
- 2.3 We seek to ensure that, wherever possible, all pupils have equal access to the full range of educational opportunities provided by the schools.
- 2.4 We strive to constantly identify and remove any forms of indirect discrimination that may form barriers to learning for some groups by regularly assessing the impact of its policies and practices.
- 2.5 We ensure that recruitment, employment, promotion and development opportunities are open to all.
- 2.6 We challenge personal prejudice and stereotypical views whenever they occur. We are aware that prejudice and stereotyping can be caused by misconception and by 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.
- 2.7 We value each pupil's worth, celebrating both people's individuality and the diversity of the community centred on the school and shows the utmost respect for everyone.

2.8 We strive to be proactive in tackling prejudice and unlawful discrimination.

### **3. Equal Opportunities in Recruitment**

3.1 We will ensure that no job applicant or employee is discriminated against on the grounds of the protected characteristics and will proactively monitor and review this over time and make changes where required to address any imbalance.

3.2 Recruitment and selection procedures and practices are regularly reviewed to ensure that no individual is put at a disadvantage either directly or indirectly, paying particular attention to the protected characteristics.

3.3 In accordance with the spirit of this policy statement, employees are given an equal opportunity to progress within the organisation, and this will be monitored and reviewed on an ongoing basis by the school, with changes made where necessary to address any imbalance.

### **4. Equal Opportunities in the Curriculum**

4.1 Every pupil has an equal entitlement to the National Curriculum and to all other areas of the curriculum, regardless of language, gender, race, disability, sexual orientation, religion or belief, age, pregnancy or maternity, or gender dysphoria.

4.2 Pupils should have equal access to the curriculum regardless of academic ability. Consequently this policy should be read in conjunction with the Special Educational Needs Policy.

4.3 We will monitor any careers advice or work experience placements provided by outside agencies to aim to ensure equal opportunities

4.4 All forms of individual and subject support, guidance, amenities and facilities, including extra-curricular activities, will be equally available to all pupils, with particular attention given to equality of opportunity across the protected characteristics. The schools will establish monitoring arrangements in relation to the protected characteristics and how they apply to these activities, to determine whether improvements may be necessary.

4.5 Behavioural expectations and disciplinary sanctions will be free of any bias in relation to the protected characteristics. Monitoring arrangements will be established to determine this position.

- 4.6 Teachers will assess all materials and resources used for teaching and take appropriate action whenever possible to ensure that they reflect concepts, themes and information which seeks to address stereotypes in relation to the protected characteristics, and remove discrimination. Teachers will try to ensure that all pupils feel that their language and culture is both acknowledged and valued.
- 4.7 We actively encourage an ethos in which all pupils feel secure and valued. Details of this are outlined in the school's Child Protection Policy.

## **5. Race**

- 5.1 The term 'Race' refers to a person's ethnicity, race, nationality or national origin.
- 5.2 We will:
- strive to eliminate all forms of racism and racial discrimination;
  - promote equality of opportunity;
  - promote good relations between people of different racial groups.
- 5.3 We will not tolerate any form of racism or racist behaviour. Should a racist incident occur, it will be dealt with in accordance with school procedures and reported to the Authority's Schools Service.
- 5.4 We endeavour to be welcoming to all minority groups. The celebration and understanding of cultural diversity is promoted through the topics studied by the pupils and is reflected in displays, resources and events.
- 5.5 Cultural diversity and respect for others are celebrated and reflected across the whole curriculum. The curriculum will enhance pupils' understanding of British and world society and history, including the contributions of minority ethnic groups.
- 5.6 We will give pupils the understanding they need to recognise prejudice and reject racial discrimination.

## **6. Gender / Sex**

- 6.1 We will constantly examine its curriculum, procedures and materials for gender bias or inequality.
- 6.2 We will encourage pupils to be aware of the rigid sexual stereotypes presented by, for example, the media, and will try to ensure that resources include non-sexist books which value the achievements of both women and men.

6.3 We are committed to providing a curriculum which avoids unnecessary historical gender divisions. We will endeavour to provide all pupils with experience in subjects traditionally considered to be suitable for a single sex e.g. rugby, football, netball, cooking, woodwork, etc.

6.4 We try to ensure:

- that teachers allocate their time fairly between the sexes;
- that teachers consider the difference in preferred 'learning styles' often displayed between boys and girls, and design lessons that provide opportunity to appeal to both genders;
- that all pupils have opportunities for working with pupils of both sexes;
- that the traditional sexual stereotypes are broken down (for example by not asking boys to move furniture whilst girls tidy up);
- that pupils have opportunities for examining their own pre-conceived ideas of gender roles;
- that pupils are encouraged to pursue less conventional subjects and interests, for example girls to read more non-fiction and boys more fiction; girls to develop mechanical interests and boys creative skills.

## **7. Disability**

7.1 The term disability applies to a person when:

- they have a physical or mental impairment;
- the impairment has a substantial and long-term adverse effect on their ability to perform normal day-to-day activities

For the purposes of the Equality Act, these words have the following meaning:

- 'substantial' means more than minor or trivial
- 'long-term' means that the effect of the impairment has lasted or is likely to last for at least twelve months (there are special rules covering recurring or fluctuating conditions)
- 'normal day-to-day activities' include everyday things like eating, washing, walking and going shopping

7.2 We are committed to meeting the needs of pupils with disabilities, as it is to meeting the needs of all within the school. The schools endeavours to meet the requirements of the Equality Act 2010, which specifies due regard should be given to consider the barriers that may exist to a pupil's access to education and how to remove them. All reasonable steps will therefore be taken to ensure that disabled pupils are not placed at any disadvantage compared to non-disabled children. The

Equality Act also determines that where significant disadvantage exists, disabled people will be treated more favourably to address the imbalance. This will be taken into account when considering any necessary improvements.

- 7.2 We are committed to providing an environment that allows disabled pupils full access to all areas of learning or associated services provided for, or offered to, pupils at the schools, including educational visits and other off-site activities e.g. swimming.
- 7.3 Teachers will modify teaching and learning as appropriate for pupils with disabilities. For example, they may give additional time to complete certain activities or modify teaching materials or offer alternative activities where pupils are unable to manipulate tools or equipment.

## **8. Religion and Belief**

- 8.1 We respect the religious beliefs and practices of all staff, pupils, parents and visitors and will comply with all reasonable requests relating to the accommodation of a recognised religion or belief's observance and practice. This includes respect for lack of religion or belief, as in humanism and atheism.

## **9. Sexual Orientation**

- 9.1 We will make no assumption about the sexual orientation of any of the members of its community, including its pupils, teaching staff or those who use the schools facilities.
- 9.2 In the curriculum, sexuality is taught within the context of loving relationships. Whilst heterosexual relationships are the most common in our society, we acknowledge that some pupils may develop a homosexual or bisexual orientation and that during development many will be still questioning their sexual orientation. Pupils' questions will be answered as they arise, honestly, factually and non-judgementally.
- 9.3 Derogatory name-calling (of any sort) is unacceptable under any circumstances. Matters arising in relation to name calling which relates to a pupil's sexuality or perceived sexuality will be taken seriously and action taken where necessary to remove this behaviour from the school environment.

## **10. Pregnancy and Maternity**

- 10.1 As well as normal practice arrangements in terms of maternity leave and employment protection, staff who become pregnant will be supported through pregnancy and maternity leave, with reasonable adjustments made where appropriate and necessary.
- 10.2 Staff who have a pregnancy that ends will be supported through that process, for instance, by being offered compassionate leave.
- 10.3 Staff who have a baby born prematurely or with health issues will be supported through that process.

## **11. Marriage and Civil Partnership**

- 11.1 We will ensure that equality of opportunity is provided for people applying for positions at the schools, regardless of their marital or civil partnership status.
- 11.2 Respect and dignity towards children whose parents who are in a civil partnership will be upheld by pupils, teachers and other school staff.
- 11.3 Parents of pupils who are in a civil partnership will be treated with dignity and respect.

## **12. Gender Reassignment**

- 12.1 The schools will be supportive of any young person undergoing gender reassignment and will support them to continue effectively with their education during that process.
- 12.2 We will ensure that learners undergoing gender reassignment are protected from bullying or harassment relating to this and will work with the young person and their parents/guardians to manage this, including how, what and when to inform other learners and the approach taken.

## **13. Age**

- 13.1 We will put procedures in place to ensure that no-one is denied a job, an equal chance of training or promotion or suffers from harassment or victimisation because of their age.

## **13. Bullying (to be read in conjunction with school's Anti-Bullying Policy)**

- 13.1 We are committed to identifying and tackling all forms of bullying, which can have a significant negative impact upon a pupil's well-being and academic achievement.
- 13.2 We will take 'identity based' bullying relating to the protected characteristics particularly seriously, where a pupil's identity or perceived identity is being used as the basis for the bullying.
- 13.3 We will address and take seriously cases of 'cyberbullying', whereby bullying occurs through the use of information and communication technology, in particular, through the use of social media, such as Facebook, twitter, or other social networking websites or text messaging. Where content is considered to be illegal, the Police will be informed.
- 13.4 Staff, pupils and parents will be encouraged and supported to report all incidents of bullying and cyberbullying.

#### **14. The role of governors**

- 14.1 The governing body has responsibility for the duties which arise in relation to the requirements of the Equality Act 2010.
- 14.2 In this policy statement the governing body has set out its commitment to equal opportunities and it will continue to do all it can to ensure that all members of the school community are treated both fairly and equally.
- 14.3 The governing body will ensure that no-one is unlawfully discriminated against whilst in the school on account of the protected characteristics.

#### **15. The role of the headteacher**

- 15.1 The headteacher will ensure that the school's policy on equal opportunities is implemented, and is supported by the governing body in so doing.
- 15.2 The headteacher will set aside their own prejudices and ensure that all pupils, fellow colleagues and those using the schools facilities are treated fairly and with dignity and respect.
- 15.3 The headteacher will ensure that all staff are aware of the school's policy on equal opportunities and that teachers apply these guidelines fairly in all situations.
- 15.4 The headteacher will ensure that all appointments panels give due regard to this policy so that no-one suffers discrimination.



- 15.5 The headteacher will promote the principles of equal opportunity when developing the curriculum and in providing opportunities for training.
- 15.6 The headteacher will promote respect for other people in all aspects of school life; in assemblies, for example, respect for other people will be a regular theme as it will also be in displays around the school.
- 15.7 The headteacher will view all incidents of unfair treatment with due concern.

## **16. The role of teachers**

- 16.1 Class teachers will set aside their own prejudices and ensure that all pupils, colleagues and those using the school's facilities are treated fairly and with dignity and respect.
- 16.2 The schools will address both direct and indirect discrimination against any child/young person, parent or visitor and will actively seek to identify and remove it. Ignorance of what constitutes discrimination is not lawful protection against an allegation and will therefore not be considered a defence.
- 16.3 When selecting classroom materials, teachers will strive to provide resources which give positive images and which challenge stereotypical images in relation to the protected characteristics.
- 16.4 When designing schemes of work, teachers will pay cognisance to this equal opportunities policy, both in the choice of topics to study and in how to approach sensitive issues. For example, history topics should include examples of the significant contribution made by women; in geography, attempts should be made to counter stereotypical images of Africa and Asia for example and to show the true diversity of development in different parts of the world.
- 16.5 All teachers and support staff will challenge any incidents of discrimination and draw them to the attention of the headteacher.

## **17. The role of pupils**

- 17.1 Pupils will be made aware of this policy and will be encouraged and supported to draw any incidents of discrimination to the attention of the class teacher and/or headteacher.

## **18. The role of parents**

Parents will be made aware of this policy through the school prospectus and home-school agreement and will be encouraged and supported to draw any incidents of discrimination to the attention of the class teacher or headteacher.

## **19. Dealing with allegations made**

- 19.1 We will take all allegations of discrimination very seriously, and will commit to investigating them properly and fairly. The outcome of any investigation will be determined under the school's disciplinary procedures. We will also foster a 'safe environment' where pupils or parents can feel confident to raise these issues, and be fully supported and protected throughout the procedures which may follow.
- 19.2 We will take 'false allegations' of discrimination seriously, and this will be dealt with in the appropriate manner by the schools under its disciplinary procedures. It is hoped that this will be rare and will normally only be determined following a fair and thorough investigation.

## **20. The role of visitors / contractors**

- 20.1 All visitors and contractors are required to adhere to the school's policy.

## **21. Monitoring / Review**

- 21.1 The governing body is responsible for monitoring the effectiveness of this policy. The governors will therefore:
- monitor the progress of pupils from minority groups, comparing it to the progress made by other pupils in the school;
  - monitor the staff appointment process so that no-one applying for a post at the school is discriminated against;
  - require the headteacher to report to governors annually on the effectiveness of this policy in conjunction with its reporting in relation to the Equality Plan for the schools;
  - take into serious consideration any complaints from pupils, parents, staff or visitors regarding equal opportunity;
  - monitor the school's pupil behaviour policy, and the number of exclusions, to make sure that pupils from minority groups are not unfairly treated.
- 21.2 This policy will be reviewed by the governing body every two years, or earlier if it is considered necessary

## Boxmoor Primary School

### Equality Action Plan

Target	Actions	Success Criteria	Timeframe	Responsibility	Monitoring	Done
Aims of the School and School's Admissions Policy to be clear in its statement on disability.	Governors to review and update if required	Schools admission statement and aims of the school reflect equality of opportunity for disabled children	Ongoing	Chair of Governors	Governing Body	
Continue to take reasonable steps to manage physical access to the school buildings	Review and update the existing Accessibility Plan as necessary.	Plan reviewed. School buildings made as accessible as possible to people with mobility difficulties	Annually	Head, SENDCo. Govs and caretaker	Governors' Resources Committee	
Disabled staff, parents, visitors to have access to a designated parking bay.	Arrange painted markings when needed	Clear marked parking area for disabled use	As necessary	Head/caretaker	Governors' Resources Committee	
Curriculum and resources adapted as required to meet individual needs.	Seek support from specialist advisory teachers to support adaptations	All children accessing curriculum successfully	As required and on-going	Head/SENDCo	Governors	
Ensure barriers to recruitment of disabled applicants for staff posts	Review current recruitment procedures	Increase in applications from disabled staff and fair appointment	On-going	Head/Gov	Governors' Resources Committee	

are minimised.		procedures.				
Target	Actions	Success Criteria	Timeframe	Responsibility	Monitoring	Done
<p>Continue to raise awareness amongst pupils and staff of disability issues and promote positive attitudes.</p> <p>Ensure that a range of reading materials and toys reflect a range of disability issues.</p>	<p>Training of staff and pupils (where appropriate) in dealing with disabled children/adults.</p> <p>At least one school assembly each year to address disability issues, plus PSHE/ Circle time.</p> <p>Replace or update resources to include positive images of disability.</p>	<p>Staff more confident in supporting disabled pupils and colleagues when necessary</p> <p>Pupils developing positive attitudes and understanding of disability issues</p> <p>Pupils are made aware that disability is part of life in the wider community.</p>	<p>On-going</p> <p>As needed</p>	<p>SLT/GOVS</p> <p>Literacy Co-ordinator</p>	<p>Governors</p> <p>Headteacher</p>	
<p>To develop our monitoring systems to include disability as a factor in analysing achievement, participation etc.</p>	<p>Raise staff awareness and put in place appropriate tools for monitoring disabled pupils as a group and as individuals.</p>	<p>Clear systems in place for monitoring achievement of disabled pupils and tracking their participation in extra-curricular activities to enable any barriers to be overcome.</p>	<p>On-going</p>	<p>Head</p>	<p>Governors</p>	
<p>Review all questionnaires to ensure all those who</p>	<p>Review of documentation</p> <p>Discussions with individuals</p>	<p>All aspects of disability reviewed on a regular basis and appropriately</p>	<p>On-going</p>	<p>Governing Body</p>	<p>Chair of Governors</p>	

believe they have a disability are represented in the changes.	to ascertain any on-going modifications that may be needed	addressed				
Increase links with minority ethnic communities	Invitations to faith groups in assemblies/RE	Positive role models and increased understanding of different cultures	On-going	Head/ RE co-ord	Governors	
Celebrate diversity of cultures	Highlight celebrations etc through assemblies and class activities.	Children involved in celebrating festivals etc from other cultures	On-going	Head/RE co-ord	Governors	
Audit reading scheme /fiction books to ensure they reflect social diversity	Report by subject leaders on available books to support diversity issues	Range of reading materials that reflect out diverse society	Ongoing	Literacy co-ordinator	Governors	
Audit curriculum subjects concerning multi-cultural topics	Subject leaders report on topics which could introduce multi-cultural aspect	All subjects dedicate time to introducing learning from other cultures	On-going	Head Subject leaders	Governors	
Encourage representation on Governing Body from ethnic minority groups within the community	Proactively seek new Governors from minority ethnic communities	At least one Governor representing ethnic minority community	Ongoing	Chair of Governors	Governing Body	
Audit toys/play equipment to ensure they reflect ethnic diversity	Class teachers Nursery, R and Y1 to review available play equipment and draw up list of requirements	Range of toys and equipment developed across the school that reflects a diverse society	Ongoing	Team leaders	Governors	

Actively seek the participation in school by parents from ethnic minorities	Review parent helpers and actively encourage other where necessary	All parents confident to offer to help in school. Diversity of parent helpers	On-going	Classteachers	Governors	
Monitor progress & attainment of pupils from minority ethnic communities	Analysis of SATs results & internal Teacher Assessments	Awareness of attainment of pupils from minority ethnic groups and planned intervention for under-achievers	Ongoing	Head/classteachers	Governors	
Increased use of a range of learning strategies to suit both boys and girls	Continue to encourage use of drama as a way in to some lessons Develop use of kinaesthetic approaches	Greater participation by boys in all areas of the curriculum, and girls in Maths / Science	Ongoing	Head All staff	Governors	
Equal levels of attainment in Maths/Literacy boys/girls	Monitor reading habits of boys Purchase 'boy friendly' reading books, especially for LA  Continue to develop Guided Reading and encourage boys to participate fully  Monitor / compare achievement of girls in Maths and develop single sex intervention groups where needed to close the gaps between the genders	Establish range of books to encourage boys' reading  Narrowing of gap in Literacy achievement between boys & girls. Levels of boys' writing attainment improve  Narrowing of gap in Mathematical achievement of girls compared to boys. Girls	End of academic year  Ongoing  July 2019  July 2013	Literacy co-ordinator  Classteachers Headteacher  Assessment co-ordinator  Literacy co-ordinator Classteachers	Governors	

		levels of achievement in Maths improve.		Literacy co-ordinator Classteachers		
Target	Actions	Success Criteria	Timeframe	Responsibility	Monitoring	Done
Encourage increased numbers of applications from men when jobs become available	Review adverts, job descriptions and recruitment procedures.	More male teachers/ support staff	Review recruitment procedures as necessary	Head	Governors' Resources Committee	
Pro-actively seek out male volunteers	Newsletter appeals	More male volunteers	Ongoing	Head	Governors' Resources Committee	
Ensure all children have access to a range of age appropriate play/learning materials that encourage both boys and girls	Audit of play/learning equipment to ensure appropriate to all and available to all	Range of play and learning resources available equally to all children	Ongoing	Classteachers	Governors	
Reading materials both fiction and non-fiction to be suitable in terms of gender issues	Library Audit  Reading books audit	Up to date and good quality fiction/non fiction material available to all	Ongoing	Literacy co-ordinator Head Classteachers Literacy Co-ordinator KS1 leader	Governors	