

Longford Primary School

Equality Policy



Equality, Disability and Accessibility Policy

Member of staff responsible: SENDCo

Date Policy Written: Summer 2017

Date approved by the governing body: 13th June 2017

Date to be reviewed: Summer 2020

This single policy replaces separate policies the school has on race, disability and gender to eliminate discrimination, advance equality of opportunity and foster good relations. It reflects the legal duties set out in the Equality Act 2010 and non statutory guidance set out by the government in December 2011 and March 2012.

At Longford Primary School we aim to be an inclusive school. We are committed to promoting equality and good relationships between all stakeholders.

The Equality Act (2010) has identified nine characteristics which must be protected. These are:

- **Age** - Where this is referred to, it refers to a person belonging to a particular age (e.g. 32 year olds) or range of ages (e.g. 18 - 30 year olds). Age discriminations does not apply to the provision of education, but it does to work.
- **Disability** - A physical and/or mental impairment that has what the law calls 'a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities.
- **Gender Reassignment** - A person (usually with 'Gender Dysphoria') who is proposing to undergo, is undergoing or has undergone gender reassignment (the process of changing physiological or other attributes of sex, therefore changing from male to female, or female to male). 'Intersex' or 'Third Sex' is not covered by the Act but the school will treat Intersex children with the same degree of equality as children with Gender Dysphoria. Children as young as five may begin to show signs of Gender Dysphoria.
- **Marriage and civil partnership** - Marriage is defined as a 'union between a man and a woman'. Same-sex couples can have their relationships legally recognised as 'civil partnerships'. Marriage and civil partnership discrimination does not apply to the provision of education, but it does apply to work.
- **Pregnancy and Maternity** - Pregnancy refers to the condition of being pregnant. Maternity refers to the period of 26 weeks after the birth (including still births), which reflects the period of a woman's Ordinary Maternity Leave entitlement in the employment context. In employment, it also covers (where eligible) the period up to the end of her Additional Maternity Leave.
- **Race** - Race refers to a group of people defined by their colour, nationality, ethnic or national origins. This includes Travellers and Gypsies as well as White British people.
- **Religion and Beliefs** - Religious and philosophical beliefs including lack of belief. Generally, a belief should affect your life choices or the way you live for it to be included in the definition.

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Religion and belief discrimination does not prevent a school from carrying out collective worship or other curriculum-based activities, but pupils may withdraw from acts of collective worship.

- **Sex** - A man or a woman.
- **Sexual Orientation** - Whether a person's sexual attraction is towards their own sex, the opposite sex or to both sexes. Although children may not identify as gay or lesbian when very young, promotion of sexual orientation equality is as relevant in a primary school environment. For example, a child may have an older sibling or parent who is gay.

School will make a proportionate response to any issues that may arise regarding these nine protected characteristics to ensure compliance with the Equality Act of 2010.

What is unlawful?

- **Direct Discrimination** - Less favourable treatment because of a protected characteristic.
- **Indirect Discrimination** - A provision, criteria or practice that puts a person at a particular disadvantage and is not a proportionate means of achieving a legitimate aim.
- **Harassment** - Conduct which has the purpose or effect of violating dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment. It includes harassment by a third party (e.g. customer or contractor) in the employment context.
- **Victimisation** - Subjecting a person to a detriment because of their involvement with proceedings (a complaint) brought in connection with this Act.

While it is unlawful to discriminate against a pupil with regards to the above named characteristics, it is also unlawful to discriminate against another person with whom the child is associated e.g. parents.

Longford aims to take relevant, proportionate and effective response to any issues that may arise with regards to discrimination.

Reasonable Adjustments

Equality law recognises that bringing about equality for disabled people may mean changes bring made or extra support being provided. This is the duty to make 'reasonable adjustments.'

Schools are required to make 'reasonable adjustments' to ensure that, as far as is reasonable, people with a disability have the same access to everything that non-disabled people do. When a duty arises, school will take steps to remove, reduce or prevent the obstacles for a disabled person. School is only required to make adjustments where they have been made aware of the disability.

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Public Sector Equality Duty (2011)

The Public Sector Equality Duty (2011) means that public bodies have to consider all individuals when carrying out their day to day work. At Longford, we will:

- Eliminate unlawful discrimination, harassment, victimisation 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 protected characteristics - between people who share a protected characteristic and people who do not share it.

Having 'Due regard' to the need to advance equality of opportunity is defined as the need to:

- Remove or minimise disadvantages.
- Take steps to meet different needs
- Encourage participation when it is disproportionately low.

In practice, 'due regard' means giving relevant and proportionate consideration to the duty, so decision makers in schools must have due regard when making a decision, developing a policy or taking an action as to whether it may have implications for people because of their protected characteristics.

Roles and Responsibilities

The Governing Body will:

- Work with the Head Teacher and Special Educational Needs Coordinator to monitor inclusion and equal opportunities within the school.
- Ensure that the school complies with equality related legislation.
- Review policy and practice with regards to equality.

The Head Teacher Will:

- Work with the Special Educational Needs Coordinator and Senior Leadership Team to monitor inclusion, and equal opportunities in school.
- Keep records of incidents of bullying, racial or otherwise, and deal with these incidents quickly and firmly.
- Make all staff aware of their responsibilities and provide training as appropriate to enable them to effectively deliver this policy.
- Take appropriate action in any case of actual or potential discrimination.

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The Special Educational Needs Coordinator will:

- Meet with parents of children with disabilities and/or special educational needs to discuss progress and support arrangements as and when required.
- Keep records, in the form of a special educational needs register, of children requiring additional support.
- Liaise with classroom staff to monitor and review progress and support for children requiring additional support.
- Liaise with other settings regarding transition when necessary for children requiring additional support.

Class teachers will:

- Ensure all staff working with the class are aware of the individual needs of children.
- Ensure all staff working in the classroom are aware of their roles and responsibilities in supporting children who may need additional support or resources to access the curriculum.
- Keep up to date records of progress for all children.