

TRANMERE PARK PRIMARY SCHOOL

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Equality Policy

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Tranmere Park Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Equality Policy for Tranmere Park Primary School

Author: Daniel Beech

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Introduction

The school is committed to providing an environment free from discrimination, bullying, harassment and victimisation where all members of its community are treated with respect and dignity. The school aims to create a culture of diversity within its community, providing a dynamic working and learning environment, where all members are valued for their contribution.

Our aim is to ensure that these commitments, reinforced by our values, are embedded in our day to day working practices with the school community.

The school is committed to providing equality of opportunity for all irrespective of:

- Age
- Disability
- Race or racial group (including colour, nationality and ethnic origin or national origins)
- Religion or belief
- Sex
- Marriage and Civil Partnership
- Gender reassignment
- Pregnancy and maternity
- Sexual orientation
- Caring responsibilities
- Social class, or
- Trade union activity.

Our aims are to promote equality of opportunity for all in line with the Public Sector Equality Duty, in line with Equality Act 2010 (Section 149):

- Complying with its legal obligation
- All our existing and potential service users are treated with dignity and respect
- Our partnership and contract arrangements promote equality of opportunity
- We will work with and between communities to help develop and strengthen relationships
- Our workforce will be reflective of all sections of society
- Ensuring that both existing staff and students, as well as those who seek to apply to work or study with us, are treated fairly and that individuals are judged solely on merit and by reference to their skills, abilities, qualifications, aptitude and potential
- Ensuring that all contractors and service providers operating on behalf of the school are aware of this policy and expected to adhere to it.

Definition

We have adopted the Equalities Review 2007 definition of an equal society which strengthens our approach to equality and diversity. The definition is:

‘An equal society protects and promotes equal, real freedom and substantive opportunity to live in the ways people value and would choose, so that everyone can flourish. An equal society recognises different people’s different needs, situations and goals and removes the barriers that limit what people can do and can be’

This policy covers the provisions of the Equality Act which became law in October 2010. As an employer, our obligations remain largely the same. The Act harmonises and replaces previous legislation (such as the Race Relations Act 1976 and the Disability Discrimination Act 1995) and ensures consistency to make the workplace a fair environment and to comply with the law.

Roles and responsibilities

We all have a right to be treated fairly and with dignity and respect. Everyone has a responsibility for working together to promote a harmonious environment which eliminates discrimination and harassment.

Role of the Governing Body

- The Governing Body has responsibility for ensuring all the school policies promote and sustain equality and diversity in employment practices and the in the provision of the service.
- The Governing Body will ensure there are effective policies in place for managing recruitment and selection, appraisal, bullying and harassment and grievances and complaints.

Role of the Headteacher

- To promote equality and diversity throughout the school and ensure that colleagues are aware of their responsibilities and expectations with regard to their conduct. They will recognise the need for continuous professional development on issues of equality and diversity.
- To ensure that all customs and practices within the school adhere to the principles stated within this policy
- To ensure that links with the Local Authority are maintained to keep up to date with current legislation and developments with regard to equality and diversity issues.
- To ensure that this policy is implemented effectively and that any contravention will be dealt with under the schools grievance and bullying and harassment policy, disciplinary policy and complaints policy as appropriate.
- Ensure staff know how to report discrimination, bullying and harassment and ensuring that reporting incident do not result in victimisation.
- Effectively manage and deal promptly with investigating issues relating to potential discrimination including complaints against employees.

Role of line manager

- Set a good example by treating all members of the school with dignity and respect
- Address unacceptable behaviour and ensuring that all staff act in accordance with the equality and diversity policy providing necessary support and direction,
- Deal with complaints fairly, thoroughly, quickly and confidentially
- Ensure that due consideration is given to equality and diversity within their sphere of influence.

Role of employee

- Every employee, irrespective of their job or position within the school, has an individual responsibility to treat others in a fair and non-judgemental manner and to promote positive attitudes and relationships.
- Not harass, abuse, intimidate others and victimise anyone as a result of them having complained about, reported or provided evidence of discrimination
- Individual employees will be held accountable for their actions if they contravene the school's commitment to act as an equal opportunities employer and service provider. Any employee found guilty of unlawful discrimination or harassment will be subject to disciplinary action, including where appropriate, dismissal for gross misconduct.

Eliminating discrimination

The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.

Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

Staff and governors are regularly reminded of their responsibilities under the Equality Act, for example during meetings.

New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training as part of our ongoing Continuing Professional Development cycle.

Advancing equality of opportunity

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 (e.g. pupils with disabilities, or gay pupils who are being subjected to homophobic, biphobic and transphobic bullying)

- Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling Muslim pupils to pray at prescribed times)
- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all pupils to be involved in the full range of school societies)

As part of fulfilling this aspect of the duty, the school will:

- Analyse attainment data each academic year showing how pupils with different characteristics are performing
- Use the above data to determine strengths and areas for improvement, implement actions in response.

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 through different aspects of our curriculum. This includes teaching in RE, citizenship and personal, social, health and economic (PSHE) education, 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. Pupils will be encouraged to take a lead in such assemblies and we will also invite external speakers to contribute
- Working with our local community. This includes inviting leaders of local faith groups to speak at assemblies, and organising school trips and activities based around the local community
- Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school. For example, our school council has representatives from different year groups and is formed of pupils from a range of backgrounds. All pupils are encouraged to participate in the school's activities, such as sports clubs. We also work with parents to promote knowledge and understanding of different cultures

Equality considerations in decision-making

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. For example, when a school trip or activity is being planned, the school considers whether the trip:

- Cuts across any religious holidays
- Is accessible to pupils with disabilities

Has equivalent facilities for boys and girls

Monitoring arrangements

The headteacher will update the equality information we analyse described in this policy at least every year.

This document will be reviewed by the governing board at least every 3 years.

This document will be approved by the governing board.

Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessment