



Equality Policy and Plan

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Statement of intent

Rainbow Primary recognises that certain groups in society have historically been disadvantaged on account of unlawful discrimination they have faced on the basis of their race, gender, disability, religion/belief, sexual orientation or age.

This policy will put in place a range of actions to eliminate prejudice, unlawful discrimination and victimisation within the school community and workforce.

Signed by:

_____ Head of School Date: _____

_____ Chair of governors Date: _____

1. Legislative framework

1.1. This policy has due regard to statutory legislation including, but not limited to, the following:

- UN Convention on the Rights of the Child
- UN Convention on the Rights of Persons with Disabilities
- Human Rights Act 1998
- Special Educational Needs Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- The Equality Act 2010 (Specific Duties) Regulations 2011

1.2.

The Equality Act 2010 provides a modern, single legal framework with an overarching **Public Sector Equality Duty** which places a legal obligation on the School to consider how policies, practices and day-to-day activities impact on pupils and staff. In meeting these obligations, Rainbow School will consciously consider in all aspects of decision making and policy development, how the School can best:

- Eliminate discrimination
- Advance equality of opportunity
- Foster good relations

1.3

In order to support the effective implementation of the above obligations, Rainbow School will:

- Publish equality information annually on its website – to demonstrate compliance with their legal obligations;
- Prepare and publish one or more specific and measurable equality objectives, at least every 4 years

1.4

To do this the School will collect performance information relating specific groups and protected characteristics and use this information to inform the development of its Equality objectives. The objectives will focus on:

- Admissions;
- Attendance;
- Attainment;
- Exclusions; and
- Prejudice related incidents.

Our objectives will detail how we will ensure equality is applied to the services listed above however; where we find evidence that other functions have a significant impact on any particular group we will include work in this area.

We also welcome our duty under the Education and Inspections Act 2006 to promote community cohesion (see Community Cohesion Policy).

We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

1.5

A protected characteristic, under the Act, is as follows:

- Age
- Disability
- Race, colour, nationality, ethnic or national origin
- Sex (including transgender people)
- Gender reassignment
- Maternity and pregnancy
- Religion and belief
- Sexual orientation
- Marriage and civil partnership (for employees)

1.6

The Act makes it unlawful for the responsible body of a school to discriminate against, harass or victimise a pupil or potential pupil:

- In relation to admissions.
- In the way it provides education for pupils.
- In the way it provides pupils access to any benefit, facility or service.
- By excluding a pupil or subjecting them to any other detriment

1.7

Rainbow Primary fully understands the principles of the Act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equal opportunities.

2. Principles and aims

- 2.1. We see all learners and potential learners, and their parents and carers, as of equal value, regardless of their race, gender, disability, religion/belief, sexual orientation or age.
- 2.2. Our policies, procedures and activities must not discriminate but must nevertheless take account of differences of life-experience, outlook and background, and in the kinds of barriers and disadvantages which people may face in relation to their race, gender, disability, religion/belief, sexual orientation or age.
- 2.3. Rainbow Primary will promote race equality and have due regard to eliminate unlawful racial discrimination, promote equality of opportunity and promote good relations between people of different racial groups.
- 2.4. Rainbow Primary will promote disability equality throughout the school, ensuring equality of opportunity, eliminating unlawful discrimination, eliminating disability-related harassment and encouraging participation by disabled people in public life.
- 2.5. Rainbow Primary will promote gender equality by eliminating unlawful discrimination and harassment, and promote equality of opportunity between men and women, girls and boys.
- 2.6. Transgender people are explicitly covered by the gender equality duty. For the purposes of this policy, the term 'transgender' refers to an individual whose gender expression or identity is different from that traditionally associated with the sex they were assigned at birth. This school will respect the confidentiality of those seeking gender re-assignment and will provide a supportive environment within the social community.
- 2.7. Rainbow Primary is opposed to all forms of prejudice and recognises that children and young people who experience any form of prejudice-related discrimination may fare less well in the education system.
- 2.8. Rainbow Primary will ensure that all staff comply with the appropriate equality legislation and regulations.
- 2.9. Rainbow Primary's Admissions Policy will not discriminate in any way.

2.10. The school will:

- Ensure staff are aware of their responsibilities, are given necessary training and support, and report progress to the governing body.
- Ensure that the recording and reporting of equality and diversity is sufficiently scrutinised.
- Foster positive attitudes and relationships, and a shared sense of cohesion and belonging, and ensure this is promoted in our policies, procedures and activities.
- Observe good equalities practice in staff recruitment, retention and development, and ensure that all policies and procedures benefit all employees and potential employees regardless of their race, gender, disability, religion/belief, sexual orientation or age, and with full respect for legal rights relating to pregnancy and maternity.
- Reduce and remove inequalities and barriers that already exist.
- Engage with a range of groups and individuals to ensure that those who are affected by a policy, procedure or activity are consulted and involved in the design of new policies, and in the review of existing ones.
- Ensure that policies, procedures and activities benefit society as a whole, both locally and nationally, by fostering greater social cohesion, and greater participation in the public life of everyone, regardless of their race, gender, disability, religion/belief, sexual orientation or age.
- Ensure staff promote an inclusive and collaborative ethos in the school, challenging inappropriate language and behaviour, responding appropriately to incidents of discrimination and harassment, and showing appropriate support for pupils with additional needs, maintaining a good level of awareness of issues surrounding equalities.

3. Objectives

Whilst continuously aiming to improve the implementation of equality-related policies and procedures, Rainbow Primary has established the following objectives:

- To promote spiritual, moral, social and cultural development through all appropriate curricular and extra-curricular opportunities. We aim to meet this objective with particular reference to issues of equality and diversity.
- To reduce prejudice and increase understanding of equality through direct teaching across the curriculum.
- To narrow the gap between boys' and girls' attainment in writing.
- To promote cultural development and understanding through a rich range of experience, both in and beyond the school.
- To tackle prejudice and promote understanding in relation to people with disabilities.

4. Roles and responsibilities

4.1. The governing body will:

- Ensure that Rainbow Primary complies with the appropriate equality legislation and regulations.
- Meet its obligations under the Public Sector Equality Duty to publish equality objectives.
- Ensure that Rainbow Primary's policies and procedures are developed and implemented with appropriate equality impact assessments informing future plans.
- Ensure that the recording and reporting of equality and diversity data is sufficiently scrutinised.
- Ensure that Rainbow's Admissions Policy does not discriminate in any way.
- Ensure equal opportunities in its staff recruitment and promotion practices, CPD programmes and in membership of the governing body.
- Proactively recruit high-quality applicants from under-represented groups.
- Provide information in appropriate and accessible formats.
- Ensure that the necessary disciplinary measures are in place to enforce this policy.

4.2. The Head of School will:

- Implement the policy and its procedures.
- Ensure that all staff members receive the appropriate equality and diversity training as part of their HR induction and CPD.
- Ensure that all parents, visitors and contractors are aware of, and are in compliance with, the provisions of this policy.
- Actively challenge and take appropriate action in any case of discriminatory practice.
- Address any reported incidents of harassment or bullying in line with DfE guidance.
- Produce an annual report on the progress of implementing the provisions of this policy.

4.3. Employees will:

- Be mindful of any incidence of harassment or bullying in the school.
- Address any minor issues of harassment or bullying in the school and report any major breaches of the policy to the Head of School.
- Identify and challenge bias and stereotyping within the curriculum and the school's culture.
- Promote equality and good relations, and not harass or discriminate in any way.
- Monitor students' progress and academic needs to ensure the appropriate support is in place.
- Keep up-to-date with equality legislation and its application by attending the appropriate training.

4.4. Students will:

- Not discriminate or harass any other pupil or staff member.
- Actively encourage equality and diversity in the school by contributing their cultural experiences and values.
- Report any incidences of bullying or harassment, whether to themselves or to others, to a member of the school staff.
- Abide by all the school's equality and diversity policies, procedures and codes.

4.5.

Rainbow will publish details on its website, in order to demonstrate how it is complying with the Public Sector Equality Duty in the Equality Act 2010, and advancing equality of opportunity.

5. Gender reassignment

- 5.1. The Act ensures legal protection against discrimination (direct or indirect) for everyone under the nine protected characteristics mentioned previously, including gender reassignment.
- 5.2. A person has the protected characteristic of gender reassignment if that person is proposing to undergo, is undergoing or has undergone a process (or part of a process) for the purpose of reassigning the person's sex by changing physiological or other attributes of sex.
- 5.3. All members of staff and pupils have a right to privacy, which includes the right to keep one's transgender status confidential. School staff should not disclose information that may reveal a child or other staff member's transgender status.
- 5.4. The school will appoint a staff member in whom any transgender child can confide and who can deal with any issues that may arise, for instance bullying or harassment.
- 5.5. A glossary of terminology related to the transgender field can be found on the [Gender Identity Research and Education Society Website](#).

6. Uniform/dress policy

- 6.1. The Act does not deal specifically with school uniform or other aspects of appearance, such as hair colour and style, and the wearing of jewellery and make-up, but the general requirement not to discriminate in the treatment of pupils applies here in relation to other aspects of the school policy.
- 6.2. Rainbow Primary will ensure that blanket uniform policies do not discriminate because of race, gender, disability, religion/belief, sexual orientation or age.
- 6.3. Rainbow Primary will be sensitive to the needs of different cultures, races and religions and act reasonably in accommodating these needs, without compromising important school policies, such as school safety or discipline.

7. Curriculum

- 7.1. All pupils will be entitled to access to a curriculum and to teaching and learning opportunities which meet their needs, including extra support where this has been identified as a statutory need. When planning the curriculum, the school will take every opportunity to promote and advance equality.
- 7.2. The school will develop an appropriate curriculum for all pupils in all vulnerable groups.

8. Promoting equality

In order to meet our objectives, the school has identified the following priorities:

- 8.1. Staff will ensure that all pupils are able to take part in extra-curricular activities and residential visits, and the school will monitor uptake of these visits to ensure no one is disadvantaged on the grounds of a protected characteristic.
- 8.2. Rainbow Primary will ensure that all forms of prejudice-motivated bullying is taken seriously and dealt with equally and firmly.
- 8.3. There will be differential schemes of work designed to meet the abilities and learning styles of all pupils.
- 8.4. There will be a clearly defined disciplinary system, which will be consistently enforced.
- 8.5. The school will increase access for disabled children and young people to the school curriculum and will take necessary steps to meet pupils' needs by using a variety of approaches and planning reasonable adjustments for disabled pupils, enabling our pupils to take as full a part as possible in the activities of the school.
- 8.6. The school will ensure there is adequate access to the physical environment of the school.
- 8.7. The school will seek the views of advisory staff, outside agencies and local schools.
- 8.8. Throughout the year, the school will plan ongoing events to raise awareness of equality and diversity.
- 8.9. The school will consult with stakeholders, i.e. pupils, parents/carers, staff and relevant community groups, to establish equality objectives and draw up a plan based on information collected on protected groups and accessibility planning. These equality objectives will be reviewed and reported on annually.
- 8.10. Bullying and prejudice will be carefully monitored and dealt with accordingly. Regular training will be given to both existing and new staff to ensure that they are aware of the process for reporting and following up incidents of prejudice-related bullying.

9. Addressing prejudice-related incidents

- 9.1. Rainbow Primary is opposed to all forms of prejudice and we recognise that pupils and staff who experience any form of prejudice-related discrimination may fare less well in the education system.
- 9.2. The school will ensure that pupils and staff are aware of the impact of prejudice in order to prevent any incidents from occurring.
- 9.3. If incidents still occur, the school will address them immediately and report them to the LA.

10. Appeal process

- 10.1. Staff members retain the right to appeal against a decision on the acceptability of their appearance using Rainbow Primary's grievance procedure.

11. Monitoring and review

- 11.1. Rainbow Primary will review this policy annually via the Head of School, to ensure that all procedures are up-to-date.
- 11.2. The policy will be monitored and evaluated by the Head of School and The Trust in the following ways:
 - Individual attainment data
 - Equal opportunities recruitment data
 - Equality impact assessments
 - Ofsted inspection judgements on equality and diversity
 - Incident records related to harassment and bullying
- 11.3. Any changes made to this policy will be communicated to all members of staff.
 - by pupils, in promoting fundamental British Values.

Equality Strand	Single Equality Plan action	How will the impact of the action be monitored?	Who is responsible for implementing? Who monitors ?	What are the timeframes?	Early success indicators
All	Publish and promote the Equality Plan through the school website, newsletter and staff meetings.	Question about parent awareness of Equality Scheme in annual survey?	SN	July Equality Plan to be agreed by Trust	Staff are familiar with the principles of the Equality Plan and use them when planning lessons, creating class room displays Parents are aware of the Equality Plan
All	Monitor and analyse pupil achievement by race, gender and disability and act on any trends or patterns in the data that require additional support for pupils.	Achievement data analysed by race, gender and disability	Curriculum Committee / SN	Jul 2019	Analysis of teacher assessments / annual data demonstrates the gap is narrowing for equality groups
All	Ensure that the curriculum promotes role models and heroes that young people positively identify with, which reflects the school's diversity in terms of race, gender and disability	Increase in pupils' participation, confidence and achievement levels	Curriculum Committee / SN / Subject Leaders	Sept 2018 – July 2019	Notable increase in participation and confidence of targeted groups
All	Ensure that displays in classrooms and corridors promote diversity in terms of	Increase in pupil participation, confidence and positive identity –	SN/ SLT / Subject leaders	Ongoing	More diversity reflected in school displays across all year groups

	race, gender and religion	monitor through PSHE			
All	Ensure all pupils are given the opportunity to make a positive contribution to the life of the school e.g. through involvement in the School Council, class assemblies, fund raising etc.	Ensure all pupils are given the opportunity to make a positive contribution to the life of the school e.g. through involvement in the School Council by election or co-option, class assemblies, fund raising etc.	SN/SM	Sept 2018 – July 2019	More diversity in school council membership
Race Equality Duty	Identify, respond and report racist incidents as outlined in the Plan. Report the figures to the Trust	The Head / Trust will use the data to assess the impact of the school's response to incidents i.e. have whole school / year group approaches led to a decrease in incidents, can repeat perpetrators be identified, are pupils and parents satisfied with the response?	SN	Reporting: April, July	Teaching staff are aware of and respond to racist incidents Consistent nil reporting is challenged by the Trust
Gender Equality Duty	Introduce initiative to encourage girls to take up sport outside the curriculum requirements, including girls football, badminton, and basketball, to	Increased participation of girls in sports clubs and out of school sport activities	SN/ SA	Sept 2018 – July 2019	More girls take up after-school sports clubs

	make participation rates more reflective of the school population.				
Disability Equality Duty	Ensure that positive attitudes towards disabled people are promoted	Increase in pupil participation, confidence and positive identity – monitor through PSHE	HW SENDCO	Sept 2018 – July 2019	Curriculum challenges preconceived prejudices about disabled people Staff received Disability Awareness Training alongside sessions exploring good relations. School environment
Community Cohesion	Celebrate cultural events throughout the year to increase pupil awareness and understanding of different communities e.g. Diwali, Eid, Christmas.	PSHE assessments	SN	Ongoing	Increased awareness of different communities shown in PSHE assessments