



## **The Queen's Church of England Primary School**

*Encouraging every child to reach their full potential,  
nurtured and supported in a Christian community which  
lives by the values of Love, Compassion and Respect.*

# **THE QUEEN'S SCHOOL Equality Policy**

Agreed by: Queen's School Governing Body  
Date: November 2018

Review Cycle: Every 3 years  
Next Review Date: November 2021

All the Queen's School policies should be read in  
conjunction with this Equality Policy

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Office



# The Queen's Church of England Primary School

## **EQUALITY POLICY**

The following words and phrases are defined in the Definitions Sections at the end of this policy: Unlawful Discrimination, Harassment, Protected Characteristics, Equality of Opportunity, Victimisation, and Racial Incident.

### **Statement of Intent**

At the Queen's Church of England School we encourage every child to reach their full potential, nurtured and supported in a Christian community, which lives by the values of love, compassion and respect.

The Queen's Church of England School has a distinctive Christian ethos which is at the heart of the school and provides an inclusive, caring and supportive environment where children learn and flourish in a setting shaped by Christian values.

We are committed to promoting equality of opportunity as required by The Equality Act 2010 and tackling unlawful discrimination in all its forms whilst retaining our distinctive Christian ethos. We believe that unlawful discrimination is unacceptable. We are committed to fairness and justice and providing opportunities for everyone. All pupils who have been admitted to Queen's Church of England school will have access to the whole curriculum and be able to take part fully in school life. Opportunities are offered for all to develop to their full potential and achieve success. We will also respect the equal rights of our staff and other members of our school community.

The protected characteristics for schools are:

- Disability
- Race
- Religion/ beliefs
- Sexual orientation
- Gender/ gender reassignment
- Pregnancy and Maternity

The following protected characteristics are applicable to non-pupils:

- Age
- Marriage/ Civil partnership

As a Church of England school our policies and practices with respect to admissions, the religious aspects of our curriculum and school life, and collective worship fall under the exceptions to The Equality Act 2010 detailed in Schedule 11 of the act.

Therefore, we may lawfully allocate foundation places on the basis of religious practice and plan our curriculum and school life to focus upon our religious beliefs and ethos. We may also lawfully take religion into account when appointing staff. We are opposed to and will challenge all forms of unlawful discriminatory language or behaviour.

## **Equalities Duties**

We welcome our duties under all equal opportunity and discrimination laws, including the Equality Act 2010 and The Human Rights Act 1998. The Equality Act consolidates prior legislation designed to protect specific minority groups including The Disability Discrimination Act 1995 (DDA), The Race Relations Acts 1976 and 2002 and The Sex Discrimination Act 1975 as amended. It reaffirms the protection given to those groups, whilst strengthening this protection in some areas and extending protection to encompass others in need of similar protection. Prior Acts of Parliament therefore remain relevant but have been updated and, for the most part, replaced. However, our duty under the DDA with respect to specific measures for the disabled (The Disability Equality Duty) remains and our Disability Equality Scheme fulfils this duty.

We welcome our duties under the Equality Act 2010:

- to eliminate unlawful discrimination, harassment and victimisation;
- to advance equality of opportunity between people who share a protected characteristic and those who do not; and
- to foster good relations between those with and those without protected characteristics.

We welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.

This policy has been published in order to meet our duties under current legislation and to consolidate and replace previous policies concerning discrimination, harassment and equality of opportunity.

## **Aims and Intentions and How They Will Be Met**

**We are opposed to all forms of unlawful discrimination and harassment and will not tolerate such behaviour. We will keep striving to ensure that all people who study, work in or visit our school are treated with dignity and respect and in a fair and equitable manner and that unlawful discrimination and harassment are eradicated.**

### **How:**

- All staff, governors, young people, parents and carers should know what the school Equality Policy is and what they should do if unlawful discrimination arises. We shall publicise our Equality Policy on our website, in annual newsletters, in advertisements for prospective staff and in induction procedures and we will reinforce it in our Behaviour Policy and Anti-Bullying Policy. Visitors and Contractors will also be made aware of our Equality Policy.

Members of the school community will immediately challenge and act on all forms of unlawful discrimination and harassment that are witnessed or reported whosoever the perpetrator may be. Our procedure for policy breaches (below) will be adhered to. Those responsible will be made aware of or reminded of the school's Equality Policy. Sanctions will be applied, as judged appropriate and proportionate, according to the circumstances and having in mind a positive outcome.

- We will not permit the wearing of offensive symbols or slogans.
- We shall promote positive attitudes towards individuals or groups of individuals with protected characteristics.
- We will not present lessons which are biased against individuals or groups of individuals with protected characteristics or offensive towards them or which involve negative stereotypes
- We will not use literature that is biased against individuals or groups of individuals with protected characteristics or offensive towards them or which involve negative stereotypes. Nor will we allow the distribution of such literature/pamphlets.
- We shall monitor the effectiveness and assess the impact of our policies, practices, procedures and service delivery in eliminating unlawful discrimination and harassment. (see Monitoring below)
- We shall continue reviewing our policies, practices, procedures and service delivery to ensure that unlawful discrimination and harassment are eradicated. (see Reviewing below)

**We shall provide opportunities for all children to reach their full potential in an environment in which everybody is valued.**

**How:**

- We will continue to re-appraise and develop our organisation and curriculum in order to create an ethos that meets the needs of all our pupils and so provide the best possible environment in which they may achieve their full potential, spiritually, morally, socially, intellectually, emotionally and physically whilst maintaining our distinctive Christian ethos.
- We shall strive to minimise disadvantages suffered by people due to their protected characteristics
- We shall encourage full participation in all aspects of school life by those with protected characteristics, particularly where such participation is disproportionately low for a specific group.
- We shall monitor the effectiveness and assess the impact of our policies, practices, procedures and service delivery in promoting equality of opportunity. (see Monitoring below)
- We shall continue reviewing our policies, practices, procedures and service delivery to promote equality of opportunity. (see Reviewing below)
- We shall provide specific support for pupils for whom English is an additional language.

**We foster good relations between those with and those without protected characteristics by tackling prejudice and promoting understanding and encouraging open discussion so that misconceptions can be challenged.**

**We aim to prepare our children for life in a diverse society, free from unlawful discrimination and prejudice.**

**How:**

- We provide a balanced view of the diverse society in which we live
- We encourage children to embrace diversity through our Community Cohesion Policy (below), through our Equality Policy and by ensuring positive attitudes towards those with protected characteristics.

We shall ensure that no person is subjected to victimisation as a result of their having made a complaint of discrimination, harassment or bullying or because they have supported such a complaint.

**Matters relevant to specific protected groups:****Age**

Schools are permitted to lawfully discriminate on the basis of the age of their pupils.

**Disability**

To meet our duties under the Equality Act 2010 we will publish an Accessibility Plan and we will involve disabled people from our school community, where possible, in reviewing these.

**Race**

We are a Church of England primary school situated within an affluent and predominantly white area. While the majority of pupils at the Queen's School could be defined as being of White British origin, a small but significant percentage of pupils are from other ethnic groups. Given both the school's and the area's ethnic composition, we believe that it is even more important to ensure equality of education along with the identification and eradication of racist attitudes and practice.

We are required to report racist incidents to the Local Authority termly.

**Gender Reassignment**

This applies to anyone who is undergoing, has undergone or is proposing to undergo a process (or part of a process) of reassigning their sex by changing physiological or other attributes. People going through gender reassignment, at whatever stage this may be, will be supported positively and without prejudice.

**Religion and belief**

Parliament approved the Racial and Religious Hatred Act, 2006 bill on 31 January 2006 that made it a criminal offence to use threatening words or behaviour with the intention of stirring up hatred against any group of people defined by their religious beliefs or lack of religious beliefs. We will monitor all incidents related to racial or religious hatred alongside our Equalities monitoring.

Under the exceptions to The Equality Act 2010 (detailed in Schedule 11 of the act), as a faith school, we are lawfully permitted to allocate foundation places on the basis of religion and to focus on the Christian faith within our curriculum and in other aspects of school life in which faith is a central feature such as assembly format and collective worship. We promote and teach mutual respect and understanding of other faiths but we are unable to offer those

practicing other faiths the same level of opportunity to learn about and practice their faiths within our curriculum. They have equal access to the whole curriculum and will be able to take part fully in school life. Children of other faiths may opt not to take part in collective worship or performances in Church. See the Queen's School RE policy for more information).

### **Pregnancy or Maternity**

Staff are referred to London Borough of Richmond's Guide for New and Expectant Mothers ([hse.gov.uk/pubns/indg373.pdf](http://hse.gov.uk/pubns/indg373.pdf)) for further information in relation to specific maternity issues. We carry out risk assessment procedures for new and expectant mothers.

### **Community Cohesion**

"The curriculum for all maintained schools should promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and prepare pupils at the school for the opportunities, responsibilities and experiences of later life"  
(Education Act 2002, Section 78)

The Education and Inspections Act 2006 inserted a new section 21(5) to the Education Act 2002 introducing a duty on the governing bodies of maintained schools to promote community cohesion. Every school – whatever its intake and wherever it is located – is responsible for educating children and young people who will live and work in a country which is diverse in terms of cultures, religions or beliefs, ethnicities and social backgrounds.

By 'Community' we mean:

- The school community – the pupils, their families and the school's staff
- The community around the school – the local community of people who live and work there
- The wider community of Britain
- The global community – formed by EU and international links.

Our curriculum promotes Community Cohesion by providing a balanced view of the diverse society of the school, the local community and the wider community. Our Equality Policy promotes Community Cohesion through its Aims and Intentions and the specific measures to fulfil them.

We also encourage children to embrace diversity by celebrating it through various events intrinsic to and supplementary to the curriculum.

We also look for opportunities to include the wider community in aspects of our school life, for instance by inviting older people to take part in celebrations.

### **Responsibilities**

**The governing body** is responsible for ensuring that the school complies with legislation, that this policy and related policies, procedures and strategies are implemented and that the policy is reviewed every three years. A named governor will be responsible for coordinating equality policy issues.

**A named member of staff** will be responsible for coordinating equality issues across the school, dealing with specific incidents where staff require support or guidance and ensuring they are recorded and reported to the head teacher.

A named member of staff (the **EAL co-ordinator**) will be responsible for ensuring that pupils for whom English is an additional language are properly supported.

**The Head teacher and Leadership Team** are responsible for:

- Ensuring that the school Equality Policy and its procedures are followed
- Ensuring that progress is monitored on an annual basis and that the policy is thoroughly reviewed every three years
- Ensuring that the Equality Policy and Accessibility Plan are readily available and that all members of the school community know about them
- Ensuring that all staff know their responsibilities and receive appropriate training and support to carry these out effectively
- Investigating all incidents of bullying and all reported incidents/complaints in which equality is an issue
- Taking appropriate action in cases of harassment and unlawful discrimination
- Ensuring teaching strategies are reviewed in relation to variations in learning and attainment and in the light of known good practice

All **staff** are responsible for:

- Creating an environment where pupils are able to report prejudice-related incidents with ease and deal with any such incidents seriously and respectfully
- Recognising and challenging unlawful discrimination, harassment, bias and stereotyping
- Promoting inclusivity, equal opportunities and good relations and encouraging a collaborative ethos within the classroom
- Supporting pupils in their class for whom English is an additional language
- Using a range of teaching styles to engage all students
- Selecting suitable resources which motivate and are sensitive to different groups, cultures and backgrounds and considering their own cultural assumptions and bias within their own attitudes
- Keeping up-to-date with equalities legislation relevant to their work
- Taking up training opportunities and evaluating the impact of this training
- Seeking support from Senior Leaders to advise and support with the above if necessary
- Any incidents are dealt with in the same procedural way that is outlined in The Queen's School's Anti-Bullying Policy (see school website).

Parents, carers and pupils should be aware of the equalities policy and understand and comply with the school's expectations in relation to the equalities duties.

Visitors and Contractors will be made aware of their responsibility to comply with the school's policy.

## **The Curriculum**

We aim to make our curriculum full and challenging. We will audit resources to eliminate stereotypical images and ensure a variety of resources to model positive images and show a balanced view of the diverse society of the school, the local community and the wider community.

We aim to meet the needs of all pupils by differentiating appropriately. Our Religious Education curriculum will enable pupils to:

- Develop knowledge and understanding of the Christian faith
- Apply an understanding of Christianity to make reasoned choices and informed responses to life issues and moral choices
- Develop knowledge and understanding of other religions (including monotheistic and polytheistic religions) and the ability to engage in dialogue with other faiths
- Apply an understanding of religion to develop sensitivity and respect toward all people
- Develop the ability to reflect on and communicate issues of truth, belief and faith.

## **Monitoring**

We shall monitor the effectiveness and assess the impact of our policies, practices, procedures and service delivery in eliminating unlawful discrimination and harassment and in promoting equality of opportunity. This will involve analysis of relevant data demonstrating actions and outcomes.

- We shall use information gathered through monitoring to set targets and to consider and develop strategies to improve any ineffective policies, practices, procedures or service delivery and monitor the impact of our strategies.
- We will report progress annually to the Governing Body.
- Harassment in the form bullying in relation to any individual or group with protected characteristics will be monitored through anti-bullying reporting and the implementation of the school's anti-bullying and behaviour policies.
- Equality questions will be built into appropriate school self review documents and evaluation frameworks.
- We monitor pupils by sex, ethnicity and disability in order to meet their educational and pastoral needs and to inform our planning to ensure differentiation and diversity. We use this data to monitor pupils' attainment and progress and to set targets.
- We use sex, ethnicity and disability data to monitor rewards, sanctions, exclusions and attendance.
- We provide data on language stages for our EAL pupils in line with requirements from the central EMTAS service.

## **Breaches of policy**

Any breach of this policy or complaint involving Equality issues should be reported to the named member of staff responsible for co-ordinating Equality issues using the appropriate incident/grievance report form depending on the nature of the breach.

Breaches of the policy will be dealt with in line with our commitment to meet our legal duties and having regard to the nature of the incident. Staff have initial responsibility for dealing with incidents of harassment and unlawful discrimination and may consult with the named member of staff responsible for coordinating equality issues if guidance or support is needed. All incidents judged to be in breach of the policy are to be recorded. These records are to be held centrally and monitored in line with this policy. All incidents judged to be in breach are to be discussed sensitively with both the victim and the perpetrator in line with the school's aims and values as stated above. Sanctions are to be decided upon by the staff involved in accordance with the school policy and with a positive outcome in mind. The head teacher will be informed of incidents of breaches of the policy by staff, parents, visitors and contractors and the incident will be discussed and sanctions imposed in line with the school's commitments as stated above. The leadership team have responsibility for monitoring sanctions.

Immediately after it arises, any breach will be reported to the Pastoral Committee by the named member of staff responsible for coordinating equality issues and reported to the Full Governing Body by the named governor responsible for co-ordinating Equality issues.

### **Reviewing the policy**

- We shall continue reviewing our policies, practices, procedures and service delivery to ensure that unlawful discrimination and harassment are eradicated and to ensure we are succeeding in promoting equality of opportunity.
- Equalities will be listed as a running item on the Pastoral Committee Agenda and will be discussed annually by the Full Governing Body, The Curriculum and Standards Committee, The Premises Committee and The Pay and Personnel Committee.
- This policy will be reviewed every three years. We shall involve those with protected characteristics, their parents, carers and teachers in reviews.

Publication of the policy and consultation and feedback to parents and carers

The policy will be published on the school website. Hard copies of the policy will be available in school and will be given to parents by request.

Prior to any review, consultation will be undertaken with parents and carers via PTA meetings and questionnaires. Feedback from the audit and review of the policy and any parental consultation will be given via the school website and letters home.

### **Definitions**

**Unlawful Discrimination:** Behaviour, practices and institutions which disadvantage groups or individuals on the ground of disability, gender reassignment, marriage or civil partnership, pregnancy or maternity, race, religion or belief, sex or sexual orientation, and which do not fall within the exceptions set out in Schedule 11 of The Equality Act 2010 ( faith schools).  
Behaviour, practices and institutions which disadvantage adults on the ground of their age and which cannot be justified as a proportionate means of meeting a legitimate aim, a genuine occupational requirement or positive action to include the under-represented.

**Harassment:** behaviour that ridicules, degrades, demeans, humiliates or intimidates someone or some group on the grounds of their age, disability, gender reassignment marriage or civil partnership, pregnancy or maternity, race, religion or belief, sex, sexual orientation, It may take the forms of verbal harassment, actions or physical harassment.

**Protected Characteristics:** disability, gender reassignment, marriage or civil partnership, pregnancy or maternity, race, religion or belief, sex, sexual orientation, and, in relation to an adult, age.

Equalities legislation defines 'sex' as male or female. It does not recognise Intersex individuals as having a protected characteristic. We recognise the existence of intersex individuals and will regard them as having protected characteristics under this heading.

Useful websites on gender:

<http://www.gires.org.uk/>

<http://www.intercomtrust.org.uk/item/55-schools-transgender-guidance-july-2015>

**Equality of Opportunity:** removing or minimising disadvantages suffered by people due to their protected characteristics, taking steps to meet their specific needs and encouraging full participation.

**Victimisation:** subjecting a person to detriment because they have made a complaint or have supported someone who has made a complaint to the school.

**Racial Incident:** any incident which is deemed to be racist by the Head Teacher.