



**KEN STIMPSON
COMMUNITY
SCHOOL**

**EQUALITY, DIVERSITY
& COHESION
POLICY**

Reviewed: November 2015

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1 Policy

- 1.1 The Governing Body of Ken Stimpson Community School is committed to promoting equality of opportunity for all staff and job applicants. We aim to create a supportive and inclusive working environment in which all individuals are able to make best use of their skills, free from discrimination or harassment, and in which all decisions are based on merit.
- 1.2 We do not discriminate against staff on the basis of age; race; sex; disability; sexual orientation; gender reassignment; marriage and civil partnership; pregnancy and maternity; religion, faith or belief. (Equality Act 2010 protected characteristics). The principles of non-discrimination and equality of opportunity also apply to the way in which staff and Governors treat visitors, volunteers, contractors and former staff members.
- 1.3 All staff have a duty to act in accordance with this policy and treat colleagues with dignity at all times, and not to discriminate against or harass other members of staff, regardless of their status. Your attention is drawn to our separate Bullying and Harassment policy.
- 1.4 This policy has been agreed following consultation with the trade unions and staff representatives
- 1.5 [Our Statement under Public Sector Equality Duty is attached as Appendix A]
- 1.6 This policy does not form part of any employee's contract of employment and may be amended at any time.

2 Who is covered by the policy?

- 2.1 This policy covers all individuals working at all levels and grades, including senior managers, employees, trainees, part-time and fixed-term employees, volunteers, casual workers, agency staff and governors (collectively referred to as staff in this policy).

3 Who is responsible for this policy?

- 3.1 The Governing Body has ultimate responsibility for the effective implementation of this policy and the Senior Manager with responsibility for equalities issues has overall responsibility for the effective operation of this policy and for ensuring compliance with discrimination law. The Personnel Committee is responsible for monitoring the implementation of this policy and reporting on the progress made in achieving targets set by the Governing Body. Day-to-day operational responsibility, including regular review of this policy, has been delegated to the Principal.
- 3.2 All managers must set an appropriate standard of behaviour, lead by example and ensure that those they manage adhere to the policy and promote our aims and objectives with regard to equal opportunities. Managers will be given appropriate training on equal opportunities awareness and equal opportunities recruitment and selection best practice. The Principal has overall responsibility for equal opportunities training. All members of staff are personally responsible for ensuring that they adhere to the policy and promote our aims and objectives with regard to equal opportunities. In certain circumstances the Governing Body could be held to be vicariously liable for actions of their staff. Staff should be aware that they may be personally liable if they are found to have discriminated against another person whilst in School or on School-related business.
- 3.3 If you are involved in management or recruitment, or if you have any questions about the content or application of this policy, you should contact The Principal to request training or further information.

4. Scope and purpose of the Policy

- 4.1 This policy applies to all aspects of our relationship with staff and to relations between staff members at all levels. This includes job advertisements, recruitment and selection, training and development, opportunities for promotion, conditions of service, pay and benefits, conduct at work, disciplinary and grievance procedures, and termination of employment.
- 4.2 We will take appropriate steps to accommodate the requirements of different religions, cultures, and domestic responsibilities. Please see the following for specific information on our approach to these issues: [LIST APPLICABLE POLICIES SUCH AS RECRUITMENT SELECTION POLICY, DRESS CODE, FLEXIBLE WORKING POLICY]. See Appendix A

5. Forms of Discrimination

- 5.1 Discrimination by or against an employee is generally prohibited unless there is a specific legal exemption. Discrimination may be direct or indirect and it may occur intentionally or unintentionally.
- 5.2 Direct discrimination occurs where someone is treated less favourably because of one or more of the protected characteristics set out above. For example, rejecting an applicant on the grounds of their race because they would not "fit in" would be direct discrimination.
- 5.3 Indirect discrimination is where there is a provision, criterion or practice that applies to everyone but adversely affects people with a particular protected characteristic more than others, and is not justified. For example, a requirement to work full time adversely affects women because they generally have greater childcare commitments than men. Such a requirement will be discriminatory unless it is objectively justified.

- 5.4 Harassment related to any of the protected characteristics is prohibited. Harassment is unwanted conduct that has the purpose or effect of violating someone's dignity, or creating an intimidating, hostile, degrading, humiliating or offensive environment for them. Harassment is dealt with further in our Anti-harassment and Bullying Policy.
- 5.5 Victimisation is also prohibited. This is less favourable treatment of someone who has complained or given information about discrimination or harassment, or supported someone else's complaint.
- 5.6 Disability discrimination; this includes direct and indirect discrimination, any unjustified less favourable treatment because of the effects of a disability, and failure to make reasonable adjustments to alleviate disadvantages caused by a disability.

6. Staff training and promotion and Conditions of Service

- 6.1 Staff training needs will be identified through regular staff appraisals. All staff will be given appropriate access to training to enable them to progress within the organisation and all promotion decisions will be made on the basis of merit. Workforce composition and promotions will be regularly monitored to ensure equality of opportunity at all levels of the organisation. Where appropriate, steps will be taken to identify and remove unjustified barriers and to meet the special needs of disadvantaged or underrepresented groups.
- 6.2 Our conditions of service, benefits and facilities are reviewed regularly to ensure that they are available to all staff who should have access to them and that there are no unlawful obstacles to accessing them.

7. Discipline and Termination of Employment

- 7.1 We will ensure that disciplinary procedures and penalties are applied without discrimination, whether they result in disciplinary warnings, dismissal or other disciplinary action.
- 7.2 We will ensure that redundancy criteria and procedures are fair and objective and are not directly or indirectly discriminatory.

8. Disability Discrimination

- 8.1 If you are disabled or become disabled, we encourage you to tell us about your condition so that we can support you as appropriate.
- 8.2 If you experience difficulties at work because of your disability, you should speak to the School Business Manager to discuss any reasonable adjustments that would help overcome or minimise the difficulty. The School Business Manager may wish to consult with you and your medical adviser(s) about possible adjustments. We will consider the matter carefully and try to accommodate your needs. If we consider a particular adjustment would not be reasonable we will explain our reasons and try to find an alternative solution where possible.
- 8.3 We will monitor the physical features of our premises to consider whether they place disabled workers, job applicants at a substantial disadvantage compared to other staff. Where reasonable, we will take steps to improve access for disabled staff.

9. Fixed-term Employees, Casual and Agency Workers

- 9.1 We monitor our use of fixed-term employees, casual and agency workers, and their conditions of service, to ensure that they are being offered appropriate access to benefits, training, promotion and permanent employment opportunities. We will, where relevant, monitor their progress to ensure that they are accessing permanent vacancies.

10. Part-time work

- 10.1 We monitor the conditions of service of part-time employees and their progression to ensure that they are being offered appropriate access to benefits and training and promotion opportunities. We will ensure requests to alter working hours are dealt with appropriately under our Flexible Working Policy.

11. Breaches of this Policy

- 11.1 If you believe that you may have been discriminated against you are encouraged to raise the matter through our Grievance Procedure. If you believe that you may have been subject to harassment or bullying you are encouraged to raise the matter through our Harassment and Bullying Policy.
- 11.2 Allegations regarding potential breaches of this policy will be treated in confidence and investigated in accordance with the relevant procedure. Staff who make such allegations in good faith will not be victimised or treated less favourably as a result. False allegations which are found to have been made in bad faith will, however, be dealt with under our Disciplinary Procedure.
- 11.3 Any member of staff who is found to have committed an act of discrimination or harassment will be subject to disciplinary action. Such behaviour may constitute gross misconduct and, as such, may result in summary dismissal. We take a strict approach to serious breaches of this policy.

12. Monitoring and review of the Policy

- 12.1 This policy is reviewed annually by the Personnel Committee.
- 12.2 We will continue to review the effectiveness of this policy to ensure it is achieving its objectives.
- 12.3 Staff are invited to comment on this policy and suggest ways in which it might be improved by contacting the School Business Manager.

APPENDIX A

Legal Framework

1. We welcome our duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age, disability, ethnicity, gender (including issues of transgender, and of maternity and pregnancy), religion and belief, and sexual identity.
2. We welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.
3. 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.

Guiding Principles

4. In fulfilling the legal obligations cited above, we are guided by nine principles:

Principle 1: All learners are of equal value.

We see all learners and potential learners, and their parents and carers, as of equal value:

- Whether or not they are disabled.
- Whatever their ethnicity, culture, national origin or national status.
- Whatever their gender and gender identity.
- Whatever their religious or non-religious affiliation or faith background.
- Whatever their sexual identity.

Principle 2: We recognise and respect difference.

Treating people equally (Principle 1 above) does not necessarily involve treating them all the same. 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 barrier and disadvantage which people may face, in relation to:

- Disability, so that reasonable adjustments are made.
- Ethnicity, so that different cultural backgrounds and experience of prejudice are recognised.
- Gender, so that the different needs and experiences of girls and boys, and women and men, are recognised.
- Religion, belief or faith background.
- Sexual identity.

Principle 3: We foster positive attitudes and relationships, and a shared sense of Cohesion and belonging.

We intend that our policies, procedures and activities should promote:

- Positive attitude towards disabled people, good relationships between disabled and non-disabled people, and an absence of harassment of disabled people.
- Positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, religious affiliation, national origin or national status, and an absence of prejudice-related bullying and incidents.
- Mutual respect and good relations between boys and girls, and women and men, and an absence of sexual and homophobic harassment.

Principle 4: We observe good equality practice in staff recruitment, retention and development.

We ensure that policies and procedures should benefit all employees and potential employees, for example in recruitment and promotion, and in continuing professional development:

- Whether or not they are disabled.
- Whatever their ethnicity, culture, religious affiliation, national origin or national status.
- Whatever their gender and sexual identity, and with full respect for legal rights relating to pregnancy and maternity.

Principle 5: We aim to reduce and remove inequalities and barriers that already exist.

In addition to avoiding or minimising possible negative impacts of our policies, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist between:

- Disabled and non-disabled people.
- People of different ethnic, cultural and religious backgrounds.
- Girls and boys, women and men.

Principle 6: We consult and involve widely.

We engage with a range of groups and individuals to ensure that those who are affected by a policy or activity are consulted and involved in the design of new policies, and in the review of existing ones. We consult and involve:

- Disabled people as well as non-disabled.
- People from a range of ethnic, cultural and religious backgrounds.
- Both women and men, and girls and boys.
- Homosexual people as well as heterosexual.

Principle 7: Society as a whole should benefit.

We intend that our policies and activities should benefit society as a whole, both locally and nationally, by fostering greater social cohesion, and greater participation in public life of:

- Disabled people as well as non-disabled.
- People of a wide range of ethnic, cultural and religious backgrounds.
- Both women and men, girls and boys.
- Homosexual people as well as heterosexual.

Principle 8: We base our practices on sound evidence.

We maintain and publish quantitative and qualitative information showing our compliance with the public sector equality duty (PSED) set out in clause 149 of the Equality Act 2010.

Principle: 9 Objectives.

We formulate and publish specific and measurable objectives, based on the evidence we have collected and published (Principle 8) and the engagement in which we have been involved (Principle 7).

The objectives which we identify take into account national and local priorities and issues, as appropriate.

We keep our equality objectives under review and report annually on progress towards achieving them.

The Curriculum.

5. We keep each curriculum subject or area under review in order to ensure that learning and teaching reflect the principles set out in paragraph 4 above.

Ethos and organisation.

6. We ensure the principles listed in paragraph 4 above apply to the full range of our policies and practices, including those that are concerned with:
- Students' progress, attainment and achievement.
 - Students' personal development, welfare and well-being.
 - Teaching styles and strategies.
 - Admissions and attendance.
 - Staff recruitment, retention and professional development.
 - Care, guidance and support.
 - Behaviour, discipline and exclusions.
 - Working in partnership with parents, carers and guardians.
 - Working with the wider community.

Addressing prejudice and prejudice-related bullying.

7. The school is opposed to all forms of prejudice which stand in the way of fulfilling the legal duties referred to in paragraphs 1-3:
- Prejudices around disability and special educational needs.
 - Prejudices around racism and xenophobia, including those that are directed towards religious groups and communities, for example anti-Semitism and Islamophobia, and those that are directed against Travellers, migrants, refugees and people seeking asylum.
 - Prejudices reflecting sexism and homophobia.
8. There is guidance in the staff handbook on how prejudice-related incidents should be identified, assessed, recorded and dealt with.
9. We keep a record of prejudice-related incidents and, if requested, provide a report to the Local Authority about the numbers, types and seriousness of prejudice-related incidents at our school and how they are dealt with.

Roles and responsibilities.

10. The Governing Body is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and action plans are implemented.
11. A member of the Governing Body has a watching brief regarding the implementation of this policy.
12. The Principal is responsible for implementing the policy; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination.

13. A senior member of staff has day-to-day responsibility for co-ordinating implementation of the policy.
14. All staff are expected to:
 - Promote an inclusive and collaborative ethos in their classroom.
 - Deal with any prejudice-related incidents that may occur.
 - Plan and deliver curricula and lessons that reflect the principles in paragraph 4 above.
 - Support students in their class for whom English is an additional language.
 - Keep up-to-date with equalities legislation relevant to their work.

Information and resources.

15. We ensure that the content of this policy is known to all staff and Governors and, as appropriate, to all students and their parents and carers.
16. All staff and Governors have access to a selection of resources which discuss and explain concepts of equality, diversity and community cohesions in appropriate detail.

Religious observance.

17. We respect the religious beliefs and practice of all staff, students and parents, and comply with reasonable requests relating to religious observance and practice.

Staff development and training.

18. We ensure that all staff, including support and administrative staff, receive appropriate training and opportunities for professional development, both as individual and as groups or teams.

Breaches of the policy.

19. Breaches of this policy will be dealt with in the same ways that breaches of other school policies are dealt with, as determined by the Principal and Governing Body.

Monitoring and review.

20. We collect, study and use quantitative and qualitative data relating to the implementation of this policy, and make adjustments as appropriate.
21. In particular we collect, analyse and use data in relation to achievement, broken down as appropriate according to disabilities and special educational needs; ethnicity, culture, language, religious affiliation, national origin and national status; and gender.