

The Chantry School



Equality and Diversity Policy

October 2024

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1. Principles

The Chantry School's mission is to provide a safe and supportive learning community where ambition, resilience and excellence are encouraged and celebrated, and all learners experience education that has a life-long benefit to them.

- 1.1 The Chantry School actively **promotes** equality in both the delivery of its services and the employment of its staff
- 1.2 We are proud to be an **inclusive** organisation where individual differences are accepted and valued and where, everyone can fulfil their potential in a welcoming, safe and non-threatening environment.
- 1.3 The school upholds its **legal duty** to ensure that unlawful discrimination does not take place
- 1.4 The school will continue to develop, implement and publicise **policies** and procedures which promote equality and diversity for all members of the school and to foster good relationships between groups

Note: This policy is **available** via the school website and for staff via Staff Shared.

2. Purpose and Aims

The Purpose of the Equality Policy is to set out the school's response to the following legislation:

- [The Equality Act 2010](#), which introduced the public sector equality duty and protects people from discrimination
- [The Equality Act 2010 \(Specific Duties\) Regulations 2011](#), which require schools to publish information to demonstrate how they are complying with the public sector equality duty and to publish equality objectives

This document is also based on Department for Education (DfE) guidance: [The Equality Act 2010 and schools](#).

This document also complies with our funding agreement and articles of association.

3. Scope

3.1 This Policy **applies** to the following:

- All pupils
- All employees and governors
- All volunteers
- All trainees
- All contractors and service providers working for and in the school
- All visitors

3.2 The Act, and therefore our policy, protects people from discrimination based on “**protected characteristics**”. Definitions can be found in appendix 11.1. These are the following distinguishing qualities of individuals:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnerships
- Pregnancy and maternity
- Race
- Religion and belief
- Sex
- Sexual orientation.

3.3 The Act, and therefore our policy, defines “**prohibited conduct**”. Definitions can be found in appendix 11.2. These are the following prohibited types of behaviour:

- Direct discrimination including discrimination by perception or by association
- Indirect discrimination
- Harassment
- Victimisation

3.4 The Act also makes provision for **positive action**. Details are in appendix 11.3.

3.5 The Staff Protection from Harassment and Bullying Policy outlines examples of the kinds of acts which might occur in incidents of **harassment**.

4. The Equality Duty

4.1 The Equality Duty consists of general duties in the Act and specific duties which will be imposed through regulation.

4.2 The **general duty** on the school is that we must have 'due regard' to the need to:

- eliminate unlawful discrimination, harassment and victimisation
- advance equality of opportunity between different groups: and
- foster good relations between different groups

4.3 **Specific duties** for the school as a public body are that we are required to:

- prepare and publish one or more equality objectives
- publish information which demonstrates compliance with the general duty.

5. Roles and Responsibilities

The following responsibilities are held:

5.1 The Local Governing Body is responsible for ensuring the school stays within the law and meets all its duties and for ensuring there is a commitment to equality.

5.2 The Local Governing Body designates the Headteacher as having overall responsibility for equality issues. The Headteacher gives a high-profile lead on equality issues, promotes the Equality Policy and ensures it is implemented and reported on.

5.3 The implementation of this Policy will be monitored and evaluated by the Leadership Team, in particular the Deputy Headteacher.

5.4 Managers and Senior Leaders are responsible for ensuring that they, and their staff, are familiar with the Equality Policy and that review and monitoring of their work takes full regard of our duties.

5.5 Equality and diversity form an integral part of the annual review and self-assessment cycle and reports for both Departments and the school as a whole.

5.5 It is the responsibility of all staff and pupils to uphold the policy and to participate in training/awareness raising as required.

6. Meeting our General Duties as Employers - Principles, Practices, Monitoring

Outlined below are the most significant outcomes we aim to achieve in a variety of functions relating to staff.

Equality matters inform strategic planning. The impact of new policies and practices will be assessed during their development

- Recruitment procedures are fair and free from discrimination
- (Recruitment and selection policy and guidance, application form/adverts/ job details/person specification monitoring and equality monitoring sheets)
- Selection processes are fair and free from discrimination
- Employment practices are fair and free from discrimination
- Staff have equality and diversity as part of their induction pack and training
- Regular training is offered in issues related to equality as appropriate
- Staff are supported in teaching pupils with particular needs (adaptive teaching)
- Staff respect diversity and are aware of the Trust's Staff Code of Conduct
- The staff profile is monitored in equality terms
- The school is committed to supporting staff with a disability in their employment.
- Physical and electronic resources are accessible to all staff via Cloud and Staff shared.

7. Meeting our General Duties as Providers - Principles, Practices, Monitoring

Outlined below are the most significant outcomes we aim to achieve in a variety of functions relating to pupils.

- Equality matters inform strategic planning. The impact of new policies and practices will be assessed during their development
- Equality matters are embedded into self-evaluation procedures as in SDP/DDP
- SEND and Pupil Premium provision aims to allow access for all pupils to achieve their educational entitlement (Lessons meet individual needs, and staff are aware of pupil learning passports)
- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in 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/carers to promote knowledge and understanding of different cultures (e.g. Dharma Day)
- Developing links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach

8. Meeting our Specific Duties

The Act gives us as a school, specific duties to do two things. These are outlined below:

8.1 “To prepare and publish at least one equality objective”

As part of our commitment to promoting equality, The Chantry School will prioritise the improvement of outcomes for pupils with Special Educational Needs (SEN) and those entitled to Free School Meals (FSM). We will focus specifically on increasing their participation in pupil leadership opportunities, improving their attendance, and utilising data to inform targeted interventions

This objective will be reviewed regularly as part of the whole school Development Plan, with progress tracked, actions adjusted as necessary, and outcomes reported annually.

8.2 “To publish information which demonstrates compliance with the general duty.”

In fulfilling this aspect of the duty, the school will:

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

- Maintain evidence on improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying)
- Record further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils.

9. Monitor and Review

9.1 The Equality Policy is monitored throughout school by:

- Leadership at Leadership Meetings.
- Leadership and Middle Leaders through on going, annual Quality Assurance processes.
- Pupils through questionnaires and Pupil Voice activities.
- The objective will be reviewed at least every four years.

10. Complaints and Breaches of the Policy

10.1 A complaints procedure exists for the use and protection of all members of the school community and is an appropriate way of raising and dealing with complaints relating to any breach of this Policy.

10.2 Breaches of this Policy, including direct and indirect acts of discrimination, harassment, victimisation, bullying and abuse will be treated as serious disciplinary offence.

10.3 For staff, the school's disciplinary; grievance and harassment procedures will apply.

10.4 For pupils, the behaviour policy and procedures will apply.

10.5 We will make sure that staff and pupils know the procedures for dealing with incidents relating to discrimination.

10.6 In addition, the school will not work with contractors or service providers who fail to comply with its Equality Policy.

10.7 The school will seek to create a positive and open culture that challenges inappropriate behaviour

10.8 The school will investigate claims of discrimination or harassment promptly in order to take appropriate action.

10.9 The school will provide a supportive environment for those who make claims of discrimination or harassment.

11. Appendices

11.1 Protected characteristics – definitions

11.2 Prohibited conduct – definitions

11.3 Positive action – circumstances

Appendix 11.1: Protected characteristics - definitions

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).

Disability

A person has a disability if s/he has a physical or mental impairment which has a substantial and long-term adverse effect on that person's ability to carry out normal day-to-day activities.

Gender reassignment

The process of transitioning from one gender to another.

Marriage and civil partnership

Marriage is defined as a 'union between two people'. This can be between a same sex couple or between a woman and a man. Civil partners must be treated the same as married couples on a wide range of legal matters.

Pregnancy and maternity

Pregnancy is the condition of being pregnant or expecting a baby. Maternity refers to the period after the birth, and is linked to maternity leave in the employment context. In the non-work context, protection against maternity discrimination is for 26 weeks after giving birth, and this includes treating a woman unfavourably because she is breastfeeding.

Race

Refers to the protected characteristic of Race. It refers to a group of people defined by their race, colour, and nationality (including citizenship) ethnic or national origins.

Religion and belief

Religion has the meaning usually given to it, but belief includes; religious and philosophical beliefs, including lack of belief (e.g. Atheism). Generally, a belief should affect your life choices or the way you live for it to be included in the definition.

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

Appendix 11.2: Prohibited conduct - definitions

Direct discrimination

less favourable treatment of a person compared with another person because of a protected characteristic

by association

Where a victim of discrimination does not have a protected characteristic but is discriminated against because of their association with someone who does e.g. the parent of a disabled child.

By perception

Under the Act, the belief that someone has a protected characteristic, whether or not they do have it.

Indirect discrimination

The use of an apparently neutral provision, criterion or practice which puts people with a particular protected characteristic at a disadvantage compared with others who do not share that characteristic, and applying the provision, criterion or practice cannot be objectively justified.

Harassment

Unwanted behaviour that has the purpose or effect of violating a person's dignity or creates a degrading, humiliating, hostile, intimidating or offensive environment.

Victimisation

Subjecting a person to a detriment because they have carried out a protected act or there is a belief that they have carried out a protected act i.e. bringing proceedings under the Act; giving evidence or information in connection with proceedings under the Act; doing any other thing for the purposes or in connection with the Act; making an allegation that a person has contravened the Act.

11.3 Positive action – circumstances Making reasonable adjustments

In most circumstances, service providers must make reasonable adjustments to remove any barriers – physical or otherwise – that could make it difficult or impossible for disabled customers to use their services

In employment (taken from Direct.Gov) the employer has a duty to make reasonable adjustments for disabled applicants and employee. Adjustments should be made to avoid a disabled member of staff being put at a disadvantage compared to a non-disabled member of staff. Reasonable adjustments can apply to the working arrangements or any physical aspect of the workplace or necessary equipment.

Duty to make reasonable adjustments

Where a disabled person is at a substantial disadvantage in comparison with people who are not disabled, there is a duty to take reasonable steps to remove that disadvantage by (i) changing provisions, criteria or practices, (ii) altering, removing or providing a reasonable alternative means of avoiding physical features and (iii) providing auxiliary aids.

Definitions taken from the Equality and Human Rights Commission unless in italics and other source stated.