



*Aspire – Collaborate - Explore*

***'Together we learn – United we achieve'***

*Equality and Diversity Policy*

**Our vision**

*At Townville Infants' and Nursery School we aspire to offer the best possible early education for our children in a happy, safe, inclusive environment. We build firm foundations through a welcoming, holistic community approach placing the individual needs of the child at the heart. With high expectations and aspirations for every child we seek to ensure all children develop the skills and attributes they need to thrive and succeed both now and in the future. Good behaviour is central to ensuring we meet this vision.*

<i>Approved by:</i>	<i>Date:</i>
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Equality and Diversity Policy

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## **1. Purpose**

*Townville Infant School is committed to promoting equality and diversity and promoting a culture that actively values difference and recognises that people from different backgrounds and experiences can bring valuable insights to the workplace and enhance the way we work. The school aims to be an inclusive organisation, where diversity is valued, respected and built-upon, with the ability to recruit and retain a diverse workforce that reflects the communities it serves.*

## **2. Scope**

*This policy relates to all employees, agency workers, trainees, governors, and those in voluntary positions within the School.*

*Legislation and Regulation:*

- *The Equality Act 2010,*
- *The Statutory framework for the Early Years Foundation Stage (DfE, March 2017),*
- *The Education and Skills Act 2008 and the Children and Families Act 2014.*
- *Data Protection Act 2018.*
- *Equality Act 2010: explanatory notes (2010),*
- *The Special educational needs and disability code of practice: 0 to 25 years (DfE, January 2015),*
- *Working together to safeguard children (HM Government, July 2018)*
- *Non-statutory guidance Equality Act 2010 and schools: departmental advice for school leaders, school staff, governing bodies and local authorities (DfE, May 2014) and*
- *Technical guidance for schools in England (Equality and Human Rights Commission, July 2014).*

## **3. Compliance with relevant equality legislation**

*The School is committed to compliance with relevant equality legislation, the Equality Act 2010, Codes of Practice and relevant best practice guidance. See section 9.*

*Public Sector Equality Duty (PSED) 2012 places responsibilities on all public authorities including Academies. Section 149 of the PSED sets out that:*

*A public authority must, in the exercise of its functions, have due regard to the need to:*

- *Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act*
- *Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it*
- *Foster good relations between persons who share a relevant protected characteristic and persons who do not share it*

*This means that Townville Infant School will take action to eliminate prohibited behaviors, advance equality of opportunity and foster good relations as set out above.*

#### **4. Roles and responsibilities**

*The governing board will:*

- *Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, pupils and parents, and that they are reviewed and updated at least once every four years*
- *Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher*

*The headteacher will:*

- *Promote knowledge and understanding of the equality objectives amongst staff and pupils*
- *Monitor success in achieving the objectives and report back to governors*

*All school staff are expected to have regard to this document and to work to achieve the objectives as set out in the supporting Equality Objectives document.*

#### **5. Relationship with other employment policies**

*This policy operates in conjunction with all other policies and procedures, for example:*

- *Recruitment Policy*
- *Appraisal and Pay Policies*
- *Management of Sickness Absence*
- *Maternity, Paternity, Parental Leave and Adoption Policy and Procedure*
- *Disciplinary Policy*

#### **6. Definition of Equality and Diversity**

*Equality can be described as providing equal access to outcomes, breaking down barriers, eliminating discrimination and requiring equal opportunity and access for all groups both in employment and to goods and services; the basis for which is supported and protected by legislation. Diversity can be described as celebrating differences and valuing everyone. Each person is an individual with visible and non-visible differences and by respecting this everyone can feel valued for their contributions which is beneficial not only for the individual but for Townville Infant School. Equality and Diversity are not inter-changeable but interdependent. There can be no equality of opportunity if differences are not valued and celebrated.*

#### **7. Policy Statement**

*Townville Infant School is committed to creating an inclusive working environment to maximise the potential of all staff, providing equal opportunities in all aspects of employment and avoiding unlawful discrimination at work. Townville Infant School will not tolerate discrimination, harassment, bullying or victimisation of employees or third parties including, such behavior by those who undertake work on the School's behalf. Townville Infant School is committed to ensuring that existing members of staff, job applicants, workers and volunteers are treated fairly in an environment which is free from any form of discrimination with regard to the protected characteristics as outlined by the Equality Act 2010. which are:*

- Age
- Disability
- Gender reassignment
- Marriage and Civil partnership
- Pregnancy and Maternity
- Race (includes colour, nationality and ethnic origins)
- Religion and belief
- Sex
- Sexual orientation

### **8. What is unlawful discrimination?**

The Equality Act 2010 defines the different types of discrimination that are unlawful:

**Direct discrimination:** when someone is treated less favourably than another person because of a protected characteristic. Direct Discrimination is not justifiable.

**Indirect discrimination:** when a condition, rule, criterion policy or practice applies to everyone but particularly disadvantages people who share a protected characteristic and it cannot be shown to be a proportionate means of achieving a legitimate aim.

**Associative discrimination:** where an individual is directly discriminated against or harassed for association with another individual who has a protected characteristic.

**Perceptive discrimination:** where an individual is directly discriminated against or harassed based on a perception by others that they have a particular protected characteristic even if they don't.

**Discrimination arising from disability:** where an individual has been treated unfavourably because of something connected with their disability (so does not have to be the disability itself).

**Harassment:** unwanted conduct related to one of the protected characteristics that has the purpose or effect of violating a person's dignity or creating an intimidating, hostile, degrading humiliating or offensive environment for that individual. It does not matter whether or not this effect was intended by the person responsible for the conduct.

**Victimisation:** when an employee is treated badly and subjected to detriment because they made or supported a complaint or raised a grievance under the Equality Act 2010, or because they are suspected of doing so. An employee is not protected from victimisation if they have maliciously made or supported an untrue complaint.

**Reasonable Adjustments:** The Equality Act also makes it unlawful to fail to make reasonable adjustments, as a result of a disability, to overcome barriers in employment or to using services.

**Occupational Requirement:** in limiting circumstances, employers can directly discriminate against an individual for a reason related to any of the protected characteristics where there is a genuine occupational requirement. For example, the requirement for the job holder to be a man or a woman, to belong to a specified racial or religious group where the possession of a specified characteristic is a key element of the job in question.

### **9. Monitoring, Review and Action**

Townville Infant School has a responsibility to monitor and review the operation of policies, procedures and practice to ensure that this is in keeping with the commitment to equalities and diversity.

### **10. Breaches of the Equality and Diversity Policy**

Breaches of this policy will be regarded as misconduct and could lead to disciplinary proceedings.

Employees:

Where an individual believes that they have been unlawfully discriminated against in relation to the protected characteristics, they may raise the matter with their line manager, contact a union representative and/or use the Grievance Procedure to raise an issue and seek a resolution. In accordance with the Grievance Procedure, where possible the matter will be resolved informally. If this is not possible, the matter may be considered formally under

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*the Grievance Procedure. Where an investigation into the matter raises issues of concern that are potentially a matter of misconduct, such matters will be pursued separately through the Disciplinary Procedure. On conclusion of the case and where there are “lessons to be learned” with respect to equalities good practice, such matters will be addressed through the Equalities and Diversity Action Plans.*