



## Equality and Diversity

Name of Policy	Equality & Diversity
Review Committee	Board of Trustees
Last review date	September 2021
Next review date	September 2022

# **GUST Equality & Diversity Policy**

## **1 Purpose**

### **1.1 POSITION STATEMENT**

We will ensure that our school is fully inclusive in meeting the needs of all pupils, particularly those that arise from their ethnic heritage, social and economic background, gender, ability or disability. Our setting is committed to anti-discriminatory practice to promote equality of opportunity and valuing diversity for all pupils and families.

### **1.2 AIMS**

- Provide a secure environment in which all our pupils can flourish.
- Include and value the contribution of all families/carers to our understanding of equality and diversity.
- Provide positive non-stereotyping information about different ethnic groups and people with disabilities.
- Improve our knowledge and understanding of issues of anti-discriminatory practice, promoting equality and diversity.
- Make inclusion a thread which runs through all the activities of the school.

### **1.3 INCLUSION**

Our school is open to all members of the community. We provide information in clear, concise language, whether in spoken or written form.

- All policy documents can be made available in a format to meet the individual needs of parents/carers. If a different format is required, please see the Office Manager.
- We take action against any discriminatory behaviour by staff or parents.

## **2 For the learner**

### **2.1 SCHOOL CURRICULUM**

The curriculum offered in the school encourages pupils to develop positive attitudes about themselves as well as to people who are different from themselves. It encourages pupils to have empathy for others and to begin to develop the skills of critical thinking.

### **2.2 IMPLEMENTATION**

We believe this is achieved by:

- Making pupils feel valued and good about themselves;
- Ensuring the resources within the school are managed so that all pupils have full access to all kinds of activities and equipment and are equally encouraged to enjoy and learn from them;
- Reflecting the widest possible range of communities in the choice of resources;

- Choosing resources that will give pupils a balanced view of the world and an appreciation of the rich diversity of our multi-cultural society;
- Allowing for appropriate opportunities to be given to pupils to explore, acknowledge and value similarities and differences between themselves and others;
- Celebrating a wide range of festivals, together with the stories, special food and clothing they involve;
- Creating an environment of mutual respect and tolerance;
- Helping pupils to understand that discriminatory behaviour and remarks are unacceptable;
- Ensuring that the curriculum offered is inclusive of pupils with special educational needs and pupils with disabilities;
- Ensuring that pupils whose first language is not English have full access to the curriculum and are supported in their learning;
- Taking reasonable steps to provide opportunities for pupils to develop and use their home language in play and learning, supporting their language development at home;
- Welcoming the diversity of family life and work with all families; and
- Encouraging pupils to contribute stories of their everyday life into the pre-school.

### **2.3 SCHEME OF WORK**

We seek to implement this policy when designing schemes of work, both in our choice of topics to study, and in how we approach sensitive issues. So, for example, history topics include examples of the significant contributions women have made in this country's history. In geography activities, the teacher attempts to counter stereotypical images of Africa and Asia, and to show the true diversity of development in different parts of the world.

## **3 For the parent/carer**

### **3.1 INVOLVEMENT**

We encourage parents/carers to take part in the life of the school and to contribute fully. For families who have a first language other than English, we value the contribution their culture and language offer. We work in partnership with parents to ensure that the medical, cultural and dietary needs of pupils are met. We help pupils to learn about a range of food, cultural approaches to eating and to respect the differences among them.

### **3.2 COMMUNICATION**

Information about meetings is communicated in a variety of ways – written and verbal – to ensure that all parents have information about access to the meetings.

## **4 Staff and employment**

### **4.1 EQUAL OPPORTUNITIES**

The school wishes to provide equal opportunities to all in employment, irrespective of their gender, race, ethnic origin, disability, age, nationality, sexuality, religion, marital status and social class.

### **4.2 FAIRNESS**

- Posts are advertised and all applicants are judged against explicit and fair criteria.
- The school will appoint the best person for each job, subject to two written references and checks by the Criminal Records Bureau. This ensures fairness in the selection process.
- We undertake not to discriminate unfairly against anyone on the basis of a conviction or other information revealed. Having a criminal record will not necessarily prevent anyone from working with us. This will depend on the circumstances and background of the offence.
- All employees will be treated fairly and equally. Selection for employment, promotion, training or any other benefit will be based on aptitude and ability.
- Every employee is entitled to a supportive working environment which promotes dignity and respect for all. No form of intimidation, bullying or harassment will be tolerated.
- Breaches of the school's equal opportunities policy will be regarded as misconduct and could lead to disciplinary proceedings.

#### **4.3 CONTINUOUS DEVELOPMENT**

We seek out training opportunities for staff and volunteers to enable them to develop practices which enable all pupils to flourish.

We review our practices to ensure that we are fully implementing our policy for promoting equality, valuing diversity and inclusion.

## **5 Dealing with issues**

### **5.1 DISCRIMINATION COMPLAINT**

If either a parent, learner or employee makes a discrimination claim against the setting we will take immediate action to resolve the incident with the claimant as soon as possible. We will do this by following the advice from the EHRC (Equality and Human Rights Commission):

#### **5.2 PROCESS**

- Management will attempt to deal with the complaint informally first
- Use agreed grievance procedures
- Look into the complaint and decide what to do without it being necessary for the complainant to make a formal complaint
- Use other people as a source of mediation to see if the complaint can be resolved
- Make sure that the setting does not lawfully discriminate against anyone when responding to the complaint.
- Ensure that the complainant is informed of the resolution.
- Ensure that sufficient and relevant training is given to all staff members to avoid the situation from arising again.

## **6 Legal framework – The Equality Act 2010**

### **6.1 YOUR RIGHTS UNDER THE EQUALITY ACT 2010**

The Equality Act became law in 2010. It covers everyone in Britain and protects people from discrimination, harassment and victimisation.

The information here to help you understand if you have been treated unlawfully.

## **6.2 WHO IS PROTECTED BY THE EQUALITY ACT?**

Everyone in Britain is protected. This is because the Equality Act protects people against discrimination because of the protected characteristics that we all have. Under the Equality Act, there are nine protected characteristics:

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation

There are some important differences depending on which protected characteristic you have.

## **6.3 SITUATIONS IN WHICH YOU ARE PROTECTED FROM DISCRIMINATION**

Under the Equality Act you are protected from discrimination:

- when you are in the workplace
- when you use public services like healthcare (for example, visiting your doctor or local hospital) or education (for example, at your school or college)
- when you use businesses and other organisations that provide services and goods (like shops, restaurants, and cinemas)
- when you use transport
- when you join a club or association (for example, your local tennis club)
- when you have contact with public bodies like your local council or government departments

## **6.4 HOW CAN YOU BE DISCRIMINATED AGAINST?**

There are four main types of discrimination:

### Direct discrimination

This means treating one person worse than another person because of a protected characteristic. For example, a promotion comes up at work. The employer believes that people's memories get worse as they get older so doesn't tell one of his older employees about it, because he thinks the employee wouldn't be able to do the job.

### Indirect discrimination

This can happen when an organisation puts a rule or a policy or a way of doing things in place which has a worse impact on someone with a protected characteristic than someone without one. For

example a local authority is planning to redevelop some of its housing. It decides to hold consultation events in the evening. Many of the female residents complain that they cannot attend these meetings because of childcare responsibilities.

### Harassment

This means people cannot treat you in a way that violates your dignity, or creates a hostile, degrading, humiliating or offensive environment. For example a man with Down's syndrome is visiting a pub with friends. The bar staff make derogatory and offensive comments about him, which upset and offend him.

### Victimisation

This means people cannot treat you unfairly if you are taking action under the Equality Act (like making a complaint of discrimination), or if you are supporting someone else who is doing so. For example, an employee makes a complaint of sexual harassment at work and is dismissed as a consequence.

## **6.5 WHAT ELSE DOES THE EQUALITY ACT DO?**

### Public Sector Equality Duty

The Equality Act also requires public bodies (like local councils, hospitals, and publicly funded service providers) to consider how their decisions and policies affect people with different protected characteristics. The public body also should have evidence to show how it has done this.

For example, a local authority wants to improve its local bus service. It carries out a survey of people who use public transport and finds that very few women use buses at night because they are worried about sexual harassment. The local authority decides to work with the police and the transport provider, as well as local residents, to find ways to address this problem and make the bus service more inclusive.

## **6.5 WHERE ELSE CAN I FIND INFORMATION?**

You can visit the Citizens Advice website for general information.

If you are concerned about your treatment at work, you can visit ACAS for more information.

If you are in a union, your union representative should also be able to help you with discrimination advice.