



Equality Diversity and Inclusion Policy

Date of approval: February 2019

Review by: February 2021



secure foundations — excellent practice — faith, hope and love

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Equality objectives from February 2019 – February 2021

Objective 1: Undertake an analysis of recruitment data and trends with regard to race, gender and disability by July, and report on this to the Governing Body. Why we have chosen this objective: To improve representation of groups on the staff team to reflect the pupil make-up of the school.

To achieve this objective, we plan to: Analyse interest in posts, analyse reasons for appointments and look at opportunities to create a more diverse team.

Progress we are making towards this objective:

Objective 2: To ensure that staff with disabilities feel supported by the school and ensure that any disadvantages they experience are addressed. Why we have chosen this objective: To support members of the staff with disabilities and promote a high level of care and concern. To achieve this objective we plan to: Ask all staff if they consider themselves to have a disability; ask how they feel they are supported and care for and make adjustments in collaboration to improve staff well-being of identified members of staff

Progress we are making towards this objective:

Objective 3: To increase the % of pupils entitled to pupil premium who achieve the expected standard from 2019 figures. Why we have chosen this objective: To improve outcomes for PPG entitled pupils To achieve this objective we plan to: Identify PPG pupils; monitor provision for these; monitor outcomes; organise interventions; monitor progress from KS1 to KS2.

Progress we are making towards this objective:

Objective 4: To ensure a high level of respect for different cultures, religions and family experiences and backgrounds Why we have chosen this objective: To ensure a cohesive school family, counteracting local, national and global negative events and beliefs To achieve this objective we plan to: Promote new school visions and values; use RE and collective worship positively to promote respect, tolerance and understanding; tackle any offensive, derogatory or discriminatory language, behaviour or actions; use any occurrences as teaching points (involving parents and carers) and education staff members.

Progress we are making towards this objective:

Objective 5: To report all discrimination to the governing body on a termly basis

Why we have chosen this objective: To ensure that all discrimination (currently racist and homophobic issues are reported) is reported to the governing body and actions are taken as required. To achieve this objective we plan to: include reports of all discrimination in Head of School's

termly report; share ideas of tackling any discrimination, report on success, actively respond to any local, national and global triggers.

Progress we are making towards this objective:



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1. School Ethos

It is a fundamental part of our Christian foundation and ethos that everyone in our school should be treated with respect and dignity, in keeping with the Christian belief that God made all people equally valuable and in His image.

‘So God created man in his own image ... male and female he created them.’ Gen 1:27

‘...believers in our glorious Lord Jesus Christ must not show favouritism.’ James 2:1

Our Christian ethos implies a commitment to tackling any form of discrimination whether direct or indirect, individual or institutional and promoting equality of opportunity and good relations across all areas of school activities, including our dealing with parents and the community. Each person in our school community will be given fair and equal opportunities to develop their full potential, irrespective of any aspect of their background.

Consequently we welcome our duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age (as appropriate), disability, ethnicity, gender, religion and sexual identity.

In recognising people as equally valuable we nevertheless understand it is important to recognise and respect difference and that treating people equally does not necessarily mean treating all the same. We will actively take account of differences in life-experience, outlook and background, and in the barriers and disadvantage which people may face. For example:

There may be a need to make reasonable adjustments to the environment to enable someone with a particular disability;

The needs and experiences of children may be different and they may need different input in order to achieve to the full.

2. Policy Statement

- 2.1. St Luke’s CE School aims to be a place that employees want to join, enjoy working in and are proud to contribute to. The school is committed to promoting equality of opportunity in recruitment, selection, training and career progression for all staff and recognises the importance of maintaining an inclusive and diverse workforce that reflects the community it serves.



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- 2.2. This policy sets out the school's approach to creating a safe environment free from unlawful discrimination, harassment, victimisation and bullying, ensuring it is a place where everyone is valued and has an equal chance to succeed.

3. Policy Scope

- 3.1. This policy applies to all permanent and fixed-term employees of the school. It also applies to teachers of the school, although teachers should also refer to the national Teachers' Standards as part of this policy and associated procedure. Agency workers are also required to adhere to the requirements set out in this policy.
- 3.2. Where it is found that employees have contravened the responsibilities as set out in the Equality Policy, appropriate action may be taken under the school's Disciplinary Policy and Procedure.
- 3.3. Where it is found that an agency worker has contravened the Equality Policy, the school will report this to the agency and the worker will not continue to work at the school.

4. Key Principles

- 4.1. The school will promote and sustain an inclusive culture of equality and diversity by ensuring all employees, visitors and students are treated with dignity and respect, creating a fair and safe environment.
- 4.2. The school is committed to eliminating discrimination, harassment, victimisation and other conduct that is prohibited by the Equality Act 2010. It will also advance equality of opportunity and foster good relations between employees regardless of their protected characteristics which include: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race (including colour, nationality, and ethnic or national origin), religion or belief, sex and sexual orientation.
- 4.3. In accordance to the specific Public Sector Equality Duty, the school will annually publish information to demonstrate how it is complying with the equality duties and review its specific, measurable Equality Objective/s a minimum of once every four years.
- 4.4. St Luke's CE School will actively work towards fulfilling its Equality Objectives (February 2019 – February 2021) which state that:
 - **All learners are 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 and whatever their sexual orientation.



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- **We recognise, respect and value difference and understand that diversity is strength.** We take account of differences and strive to remove barriers and disadvantages which people may face, in relation to disability, ethnicity, gender, religion, belief or faith and sexual orientation. We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.
- **We foster positive attitudes and relationships.** We actively promote positive attitudes and mutual respect between groups and communities different from each other.
- **We foster a shared sense of cohesion and belonging.** We want all members of our school community to feel a sense of belonging within the school and wider community and to feel that they are respected and able to participate fully in school life.
- **We observe good equalities practice for our staff.** We ensure that policies and procedures benefit all employees and potential employees in all aspects of their work, including in recruitment and promotion, and in continuing professional development
- **We have the highest expectations of all our children.** We expect that all pupils can make good progress and achieve to their highest potential
- **We work to raise standards for all pupils, but especially for the most vulnerable.** We believe that improving the quality of education for the most vulnerable groups of pupils raises standards across the whole school.

4.5. The school will promote an environment where individual differences and the contributions of all employees are recognised and valued.

4.6. St Luke's CE School welcomes contributions from Trade Unions and staff representatives in supporting the school to meet the requirements of an inclusive culture of equality and diversity.

4.7. The school is committed to fair treatment and application of all policy, procedure and practices. Where complaints are raised of inappropriate behaviour or discrimination that contravene the principles set out within this policy, the school will address these consistently, promptly and effectively.

5. Responsibilities

5.1. The school expects all employees, visitors and students to adhere to the principles set out within this policy, however with particular emphasis on the following:

5.2. Governing Body's Responsibilities

- To ensure the school is complying with all duties set out in the Equality Act 2010.
- To monitor and review the fair and consistent application of the school's policies, procedures and practices.



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- To provide equal employment opportunities for all staff. The Governing Body will comply with all relevant employment and equalities legislation and regulations at all times.
- To work in partnership with the Head Teacher and Leadership team to implement and evaluate strategies and initiatives, ensuring they do not adversely impact against any group of staff based on their protected characteristic or otherwise. The Governing Body will also consider EIA and DPIA data where relevant.
- To work in consultation with Trade Unions and staff representatives to ensure that strategies and initiatives developed in the school comply with all the relevant equalities legislation.

5.3. School Senior Leadership/Management Team Responsibilities

- To create and promote an inclusive and collaborative working environment inside and outside of the classroom.
- To attend and complete relevant training to broaden awareness of and promote Equality, Diversity and Inclusion issues.
- To ensure relevant training on Equality, Diversity and Inclusion issues are available to all employees within the school.
- To keep up to date on equalities legislation relevant to their work.
- To ensure fair and objective application of all employment and recruitment practices, so that selection is based on individual merit alone.
- To ensure reasonable adjustments are made where legally required.
- To complete thorough Equality Impact Assessments (EIA) at required stages when undergoing a restructure or significant change to a service, This is to ensure the change does not unlawfully discriminate against any group of staff based on their protected characteristic and that any potential negative impact is minimised.
- To carry out Data Protection Impact Assessments (DPIA) before implementing a new technology which is likely to result in a high risk to the rights and freedoms of individuals¹.
- To deal with any form of discrimination, harassment, victimisation or bullying immediately, taking appropriate action under the school's Disciplinary Policy and Procedure.
- To adhere to, and have due regard for the Public Sector Equality Duty.

5.4. Employee's Responsibilities

- To understand and apply the principles set out in this policy at all times when working with colleagues, students and visitors of the school.
- To treat all colleagues, students and visitors of the school with dignity and respect.
- Not to induce or attempt to induce colleagues to practice discrimination, harassment, victimisation and other conduct that is prohibited by the Equality Act 2010.
- To attend and complete relevant training to broaden awareness of and promote Equality, Diversity and Inclusion issues.

¹ DPIA will take effect from 25th May 2018.



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- To be aware and understand that legal action could be taken against them personally for acts of bullying, harassment, victimisation and unlawful discrimination.
- To take appropriate action if there are breaches of this policy by either reporting incidents to management or via the school's Whistleblowing Policy.
- To understand that behaviours that are deemed to be unacceptable and a contravention of the Equality policy will be dealt with as a disciplinary matter under the scope of the school's Disciplinary Policy and Procedure.

6. Supporting Documents

6.1. This policy is supported by the school's Disciplinary Procedure which outlines the process to be followed in practice. Further documents such as guidelines, forms, templates, letters and FAQs are listed alongside the Disciplinary Procedure and are available on the School Services website.

7. Relevant Legislation

- Equality Act 2010
- Employment Act 2008
- Employment Rights Act 1996
- Disability Discrimination Act 1995 (as amended in 2005)
- Employment Relations Act 2004
- Employment Equality (age) Regulations 2006
- Data Protection Act 1998 (amended 2018)
- Protection from Harassment Act 1997

8. Other Relevant Policies, Procedures and Guidelines

- School's Code of Conduct
- School's Disciplinary Policy and Procedure
- School's Grievance Policy and Procedure
- School's Model Pay Policy
- School's Whistleblowing Policy
- School's Data Protection Policy

9. Document Control

Policy Owner	Camden Schools HR
Approving Body	The St Luke's CE School's Governing Body
Date approved	February 2019
Effective date	February 2019



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10. Glossary

Equality		Ensuring individuals or groups of individuals are treated fairly and equally and no less favourably, specific to their needs, including areas of race, gender, disability, religion or belief, sexual orientation and age.
Diversity		A term used when recognising and valuing peoples different background, knowledge, skills, experiences and encouraging and using those differences positively in the workplace.
Protected Characteristics		<p>The term used to refer to the nine characteristics that are protected from discrimination by legislation under the Equality Act 2010.</p> <p>The characteristics are: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.</p>
Discrimination	Direct discrimination	This occurs when someone is treated less favourably than another person because of a protected characteristic they have, or thought to have, or because they associate with someone who has a protected characteristic.
	Indirect discrimination	This occurs when there is a rule or policy or practice that applies to everyone but disadvantages a person with a particular protected characteristic and cannot be objectively justified.
	Discrimination by association	Direct discrimination experienced by someone because they are linked to or associated with a person who has a protected characteristic. This could be a friend, spouse, partner, parent or another person with who they are associated.
	Discrimination by perception	Discrimination by perception happens when a person is discriminated against because they are thought to have a particular characteristic when in fact they do not. If you discriminate against people because you think they are transgender, for example, then they will be protected even if they are not transgender.
Harassment		Unwelcome and unacceptable behaviours which create a stressful or intimidating environment for the



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		victim. Examples of harassment can include verbal abuse, racist/sexist jokes, unwanted physical contact and sexual advances, ridicule or isolation.
Victimisation		When an individual is treated less favourably or subjected to a detriment because they either make a complaint about being discriminated against or assist someone else who is being discriminated against.
Stereotype		Having inaccurate or simplistic generalisations about a group that allows others to categorise them and treat them accordingly.
Bias		To have a preference to treat a person or a particular group favourably/unfavourably.
Reasonable Adjustments		Where a provision/ criterion/ practice/ physical feature puts a disabled person at a substantial disadvantage in relation to a relevant matter in comparison with persons who are not disabled, the employer has the duty to take such steps as reasonable to avoid the disadvantage/ provide auxiliary aid (if the information is provided by the disabled person).
Due Regard		In relation to the equality duties, whenever significant decisions are being made or policies developed, relevant and proportionate consideration must be given to the equality implications.
Equality Impact Assessments (EIA)		The method used for identifying the effect our policies, practices or activities might have on different groups before we reach any decisions or take action. They are an important service improvement tool, making sure that our services are as effective as they can be for everyone St Luke's CE School serves. They also help to prevent us from taking action that might have outcomes we did not intend.
Data Protection Impact Assessments (DPIA / PIA)		The DPIA says what the data process is, why it is necessary to process the data and the proportionality of the processing to help to manage any risks which it poses to the rights and freedoms of people's information. The DPIA process is important because it helps the St Luke's CE School to make sure it is complying with the GDPR and is a method to record and demonstrate compliance. For example, if a new technology will process data concerning vulnerable subjects such as children or employees, a DPIA would need to be completed.



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Complaints Procedure

If anyone in the school community feels that this policy is not being followed then they should raise the matter first with the Head of School and, if concerns persists, with the Chair of Governors who will facilitate the appropriate action, which may include an investigation. If there is a formal complaint, then the school's complaints procedure will be followed.

Copies of this policy will be available in the staff handbook, from the school office and on the school website.

This policy has been agreed by the Head of School and the Governing Body.

Head of School signature: _____ Print name: _____

Date: _____

Chair of Governors' signature: _____ Print name: _____

Date: _____



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