

LEYLAND ST. JAMES' CE (AIDED) PRIMARY SCHOOL

Harassment and Discrimination Policy



Leyland St. James' Primary School – a Christian family where all are valued, children achieve and the future begins.

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Harassment and discrimination Policy

Introduction

This policy outlines the commitment of the governors and staff of the school to eliminating all forms of discrimination, harassment and victimisation; promoting equality of opportunity and fostering good relations. For our school this means not treating everybody the same, but understanding and tackling the different barriers which could lead to unequal outcomes for different groups of pupils in school, celebrating and valuing the equal opportunity achievements and strengths of all members of the school community.

This policy applies to the whole school community. It has been drawn up as a result of the outcomes of a transparent process. This policy will be reviewed and updated by the governing body annually.

Statement of principles

We believe that fairness at our school should permeate all aspects of school life and is the responsibility of every member of the school and wider community. Every member of the school community should feel safe, secure, valued and of equal worth. At this school, equality is a key principle for treating all people fairly and creating a society in which everyone has the opportunity to aim for their potential – irrespective of their gender, ethnicity, disability, religious beliefs or other beliefs, sexual orientation, age or any other recognised area of discrimination.

Our admissions arrangements are fair and transparent. We are committed to providing a working environment free from discrimination, bullying, harassment and victimisation.

We aim to recruit an appropriately qualified workforce and establish a governing body that is representative of all sections of the community in order to respect and respond to the diverse needs of our population.

We aim to provide all our pupils with the opportunity to succeed and to reach the highest level of personal achievement. The achievement of pupils will be monitored – where appropriate – in light of the protected characteristics outlined in the Equality Act 2010.

We will use the analysis of this data to support pupils, raise standards and ensure inclusive teaching. We will endeavour to ensure that when we buy services from another organisation that will help us provide high quality education, that organisation will comply with equality legislation. This will be a significant factor in any tendering process.

Statutory requirements

The Equality Act 2010 has brought together all the current discrimination laws into one and sets out the 'protected characteristics' that qualify for protection from discrimination as:

- Age (relevant in considering our duties as an employer, but not in relation to pupils);
- Disability;
- Gender reassignment;
- Pregnancy and maternity;
- Race;
- Religion or belief;
- Sex;
- Sexual orientation.

The Act introduced a single Public Sector Equality Duty (PSED), sometimes referred to as the general duty. The combined equality duty has three main elements and in carrying out our functions we will have due regard to the need to:

- Eliminate all forms of discrimination, harassment and victimisation that are prohibited by the Act;
- Advance equality of opportunity between persons who share a 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.

The specific duties, which will help us to fulfil our obligations under the general duty require us to:

- Publish information to demonstrate how we are complying with the Public Sector Equality Duty;
- Prepare and publish equality objectives.

In light of the specific duties the school will publish and review annually appropriate information. We will also prepare and publish equality objectives that will be outcome focussed.

Roles and responsibilities

The governing body will ensure that the school complies with statutory requirements in respect to this policy.

- The headteacher has day-to-day responsibility for co-ordinating the implementation of this policy and will ensure that staff are aware of their responsibilities, that they are given the necessary training and support and report progress to the governing body.
- All staff will promote an inclusive and collaborative ethos in the school, challenge inappropriate language and behaviour, respond appropriately to incidents of discrimination and harassment, ensure appropriate support for children with additional needs and maintain a good level of awareness of equality issues.
- All members of the school community have a responsibility to treat each other and staff with respect, to feel valued and to speak out if they witness or are subject to any inappropriate language or behaviour.
- We will take steps to ensure all visitors to the school adhere to our commitment to equality.

Equal opportunities for staff

We are committed to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing and employment. As an employer we need to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce. All those involved in recruitment and selection are trained and are aware of what they should do to avoid discrimination and ensure equality good practice through the recruitment and selection process.

Note: Under the Equality Act 2010, in very limited circumstances, an employer can claim that a certain religious denomination or belief is considered to be a genuine occupational requirement of that role. An aided school may be able to rely on this for some roles in school, particularly those that provide spiritual leadership. However, this would not apply for all staff in School. In addition, there are also instances in which a job will qualify for a genuine occupational qualification on the grounds of gender.

Measuring the impact of this policy

This policy will be evaluated for its impact on pupils, staff, parents and carers from the different groups that make up our policy in school. In line with legislative requirements, we will review our published equalities information annually and evaluate the impact of actions taken against our published objectives. The objectives will be published at least once every four years.

Setting objectives: (taken from LCC guidance)

Equality objectives have to be specific and measurable, and to be outcome-focused, as distinct from being focused primarily on making improvements in provision, crucially important though such improvements are.

This means the vast majority of equality objectives are likely to be about the closing and narrowing of gaps in attainment and take-up, or else about fostering good relations.

Some examples of such objectives are cited below.

Further, equality objectives have to be related to matters highlighted in the information which a school publishes to demonstrate compliance with the public sector equality duty (PSED).

The legal requirement is to publish at least one objective. A single objective might well be sufficient in a very small rural primary school. It would probably be difficult or impossible for an urban primary school, or for a secondary school, to claim that a single objective shows it is taking the public sector equality duty (PSED) seriously.

The actual number of objectives which a school adopts is probably less important than the seriousness and rigour with which it undertakes them.

Other things being equal, equality objectives should be part of, or aligned with, the school improvement plan.

Objectives

- To narrow the gap in core areas between boys and girls.
- To ensure rapid progress for disadvantaged groups.