



# Rise Park Academy Trust



## Equality Policy

For: Rise Park Academy Trust Schools

**Date of Issue:** May 2020

**Date of Review:** May 2022

**Responsible Staff:**

Mrs S. Khan & Mrs A. Wiechmann (Subject Leads)

Mrs W. Gardiner (Link Governor)



## **Policy Scope:**

This Equality Policy for Rise Park Academy Trust brings together all previous policies, schemes and action plans around equality including those that have formerly been approved for Race, Gender and Disability. It includes all the protected characteristics covered under the Equality Act 2010, as well as other aspects which have the potential to discriminate against or de-value any individuals within our community.

The aim of the general Equality Duty is to integrate consideration of the advancement of equality into the day-to-day business of all communities.

At Rise Park Academy we welcome our role of taking due regard for the need to:

- Eliminate unlawful discrimination, harassment and victimisation
- Advance equality of opportunity between people who share a characterisation and those who do not
- Foster good relationships between people who share a characterisation and those who do not

This policy also addresses the specific duties of the Act to:

- Engage with interested groups and individuals
- Publish equality information
- Formulate and publish equality objectives

## **Context:**

This policy should be read in conjunction with the following Academy Trust policies:

**RSE and PHSE.**

## **Policy Vision – How the learning powers apply:**

‘RISEPARK’ had been used to develop the learning powers in action. They represent the following attributes of learning:

### **Respect**

This is about respecting myself and respecting others. This means being kind to each other in every situation, kind to the world around us, and making everyone feel welcome in our school. We value each other’s contributions and every member of our community. We enhance and celebrate everybody’s similarities and differences.

### **Inspiration**

I can inspire others to do well, encouraging them to do their best and share successes with others. I am creative, inspired by everything and everyone around me – using my imagination to expand my thinking. I challenge others to go further and enjoy being challenged myself.



### **Self-Belief**

I am confident because I believe that I learn from every experience – my successes and my mistakes. I am confident to share my ideas with others, showing my belief in them. I am driven to overcome challenges to achieve my personal goals, knowing that I can ask for help when I need it.

### **Excellence**

I strive to do my best in everything I do and I encourage others to do the same.

### **Passion**

I am excited about learning and enjoy learning new things. I am curious about the world and rise to all inspiring opportunities. I share the things that I am personally interested in and these are celebrated in our community. My passion motivates me and ignites passion in others.

### **Achievement**

I use all my learning powers to achieve my full potential. My achievements are celebrated with others, whether they are personal or part of a team. Achievement shows in effort, growth and improvement, as well as my successes.

### **Resilience**

I use every experience as a learning opportunity. I keep going and don't give up, despite difficulties I may face, encouraging others to also do this. I reflect on past experiences to help me positively cope with new challenges.

### **Knowledge**

I can share what I have learned, using skills to demonstrate knowledge gained. I can transfer my understanding and skills into other subjects and aspects of life. I can apply my prior learning to build towards future learning. I recognise my lifelong ability to learn and grow.



## **Aims and objectives:**

At Rise Park Academy we aim to provide equality and excellence for all, in order to promote the highest possible standards.

Our Equality Policy is based on our core values as expressed in our school's mission statement:

- We strive to develop a warm, caring ethos in which we encourage everybody to reach their full potential.
- We recognise and celebrate our similarities and differences within our local, national and global community.
- We aim to create a happy and stimulating environment in which everyone feels safe and valued.
- We rise to all inspiring opportunities

We consider all learners and their parents/carers to be of equal value, irrespective of disability, ethnicity, gender, identity, religion/beliefs and sexual orientation.

However, treating people equally does not necessarily involve treating them all the same. We respect and value differences and our policies and practices therefore reflect the diverse range of life experiences, needs and viewpoints of all our stakeholders.

All members of our school community are encouraged to develop positive relationships, reflecting their status as members of a diverse global society.

It is our duty to ensure that the aims and values outlined in this policy are applied to all our policies and practices.

## **Objectives**

The overall objective for this policy is to provide a single framework for Rise Park Academy Trust to pursue its equality duties in order to promote equality of backgrounds in all its activities. In order to achieve this, it is our aim to eliminate all forms of discrimination and harassment.

Through our Equality Policy, we seek to ensure that no pupils, staff, parents, guardians or carers or any other person receives less favourable treatment through their contact with the school on any grounds which cannot be shown to be justified. This involves:

- Removing or minimising disadvantage
- Taking steps to meet people's needs
- Encouraging participation in any activity in which participation by people sharing a protected characteristic is disproportionately low

Fostering good relationships involves:

- Tackling prejudice
- Promoting understanding



## **Addressing Prejudice and Prejudice-Related Bullying**

This trust is opposed to all forms of prejudice and prejudice-related bullying. There is guidance in our Child Protection Policy on how prejudice-related incidents should be identified, assessed, recorded and addressed and we ensure that all staff, including support staff and administrative staff, receive appropriate training in this area.

We take seriously our obligation to report regularly to the local authority about the numbers, types and seriousness of any prejudice-related incidents at our school and how they are addressed.

### **Content:**

Throughout this policy, reference will be made to the **protected characteristics** in order to identify groups that may be at risk of unlawful behaviour.

The protected characteristics that relate to this school are:

- Disability
- Sex/gender
- Race/ethnicity
- Religion/belief
- Sexual orientation
- Gender reassignment
- Pregnancy/maternity
  
- The following are also protected characteristics for the purposes of employment:
  - Age
  - Marriage/civil partnership

The unlawful behaviour outlined in the Act includes:

- Direct discrimination
- Indirect discrimination
- Discrimination arising from disability
- Harassment
- Victimisation

### **Delivery:**

#### **The school as an employer**

At Rise Park Academy Trust, we ensure that policies and procedures should benefit all employees and potential employees in recruitment and promotion, and in continuing professional development, irrespective of disability, ethnicity, sex/gender, sexual orientation, gender, identity, pregnancy/maternity, age and marriage/civil partnership.



### **Consultation with stakeholders**

We engage with a range of groups of individuals to ensure that those who are affected by a policy or activity are consulted and involved in the design of new policies, and in the review of existing ones. As appropriate, we consult and involve groups and individuals in relation to the protected characteristics of this school.

### **Meeting specific duties**

We recognise our specific duty to gather, analyse and publish equality information on an annual basis. In order to improve outcomes and effectiveness, we will publish information that illustrates:

- Information on the effect that our policies and practices have had on all members of the school community and those from protected groups
- Information on how our policies and practices have furthered the three aims of the General Equality Duty
- Details of engagement with key stakeholders

We will formulate and publish at least every four years specific and measurable objectives that relates to our school.

### **Inclusion and equalities:**

Refer to Appendices A & B

### **Safeguarding:**

This policy has been written in conjunction with 'Safeguarding & Child Protection Policy' for both the Infant and Junior Schools.

### **Health and Safety:**

This policy has been written in conjunction with the 'Rise Park Academy Trust Health & Safety Policy' with specific reference to the sub-heading 'Teachers'.

### **Monitoring, Evaluation and Assessment:**

This policy is supported by the school's **Accessibility and Equality Plan** and will be further supported by our equality information and equality objectives

The School Development Plans ensure that the Equality Policy forms an essential part of the school's action plan on equality. It includes targets determined by the Governing Body for promoting a cohesive community, inclusion and equality in our school for all. It ensures other school policies address equality issues.



This policy will be regularly monitored and reviewed by staff and governors to ensure that it is effective in tackling discrimination, promoting access and participation, equality and good relations for any individual and between different groups, and that it does not disadvantage particular sections of the community.

Any pattern of inequality found as a result of impact assessments is used to inform planning and decision making.

### **Roles and responsibilities:**

All who work in, or are involved with, the school have a responsibility for promoting equality and inclusion and avoiding unfair discrimination

#### **Directors/LAB Members of Rise Park Academy Trust are responsible for:**

- Making sure this policy and its procedures are followed
- Making sure the school complies with current equality legislation

#### **The Executive Headteacher is responsible for:**

- Making sure the policy is readily available and shared with all Governors, staff, pupils, parents and carers
- Ensuring that all required procedures are followed
- Producing regular information for staff and governors regarding this policy and how it is working, and providing regular training for them on the policy, as and when required
- Making sure all staff know their responsibilities and receive training and support for the execution of these
- Taking appropriate action in cases of potential harassment and discrimination
- Monitoring the impact of the policy and undertaking regular reviews

#### **All staff at Rise Park Academy Trust are responsible for:**

- Modelling good practice, dealing with incidents of direct/indirect discrimination, harassment and victimisation and being able to recognise and tackle bias and stereotyping
- Promoting equality and good relations and avoiding discrimination against anyone within the school community
- Keeping up to date with the law on equality and diversity and attending training and learning opportunities

#### **Pupils at the Rise Park Schools are responsible for:**

- Looking at equality and diversity issues within the School Council forum and being more involved in some policies. These may include:
- Anti-bullying/cyber-bullying issues, developing school/class rules which challenge discriminatory behaviour



**Parents/ Carers at Rise Park Academy Trust are responsible for:**

- Including equality and diversity issues within the Parent Teachers Friends Association agenda
- Being aware of the schools Anti-bullying policy and ensuring that they have recognised that within the Behaviour Policy

**Visitors and Contractors to Rise Park Academy Trust are responsible for:**

- Knowing and following our Equality Policy

**Responsibility for overseeing equality practices in Rise Park Academy Trust lies with Mrs C. Fox (Executive Headteacher) and a named Governor, Mrs W. Gardiner (staff governor).**

Responsibilities include:

- Co-ordinating and monitoring work on equality issues
- Dealing with and monitoring reports of harassment (including racist, bullying and homophobic incidents)
- Monitoring the progress and attainment of potentially vulnerable groups of pupils (e.g. looked after children, children from a minority ethnic group, children with English as an additional language, traveller communities, pupils with special needs and/or disabilities)
- Monitoring attendance and exclusions

**Policy Development and Consultation:**

The Executive Headteacher and School Business Manager will provide monitoring reports for review by the Board of Directors/Local Advisory Board. These will include school population, workforce recruitment, retention and progression, key initiatives, progress against targets and future plans.

**It is the responsibility of the school to be familiar with the content of the Equality Act 2010 and ensure full compliance with the specific duties of the Single Equality Duty.**



## Appendices:

### Appendix A: Protected characteristics

The protected characteristics that relate to schools are:

- Disability
- Sex/gender
- Race/ethnicity
- Religion/belief
- Sexual orientation
- Gender reassignment
- Pregnancy/maternity

#### Disability

A person is a disabled person (someone who has the protected characteristics of disability) if they have a physical and or/mental impairment which has what the law calls a 'substantial and long – term adverse effect on their ability to carry out normal day to day activities'

There is no need for a person to have a medically diagnosed cause for their impairment; what matters is the effect of the impairment not the cause.

In relation to the physical impairment:

- Conditions that affect the body such as arthritis, hearing or slight impairment (unless this is correctable by glasses or contact lenses) diabetes, asthma, epilepsy, conditions such as HIV infection, cancer and multiple sclerosis, as well as loss of limbs or the use of limbs covered.
- HIV infection, cancer and multiple sclerosis are covered from the point of diagnosis
- Severe disfigurement (such as scarring) is covered even if it has no physical impact on the person with the disfigurement, provided the long-term requirement is met
- People who are registered as blind or partially sighted, or who are certified as being blind or partially sighted by a consultant ophthalmologist, are automatically treated as disabled under the Act.

Mental impairment included conditions such as dyslexia and autism as well as learning difficulties such as Down's syndrome and mental health conditions such as depression and schizophrenia.

#### Sex/Gender

A person's sex refers to the fact that they are male or female. In relation to a group of people, it refers to either men or women or to boys or girls.

#### Race/ethnicity

Race means a person's

- Colour, and /or
- Nationality (including citizenship), and/or
- Ethnic or national origin and a racial group is composed of people who have or share a colour, nationality or ethnic or national origins.



A person has the protected characteristic of race if they belong to a racial group, such as 'British people'. Racial groups can comprise of two or more racial groups such as 'British Asians'.

### **Religion/Belief**

The protected characteristic of religion or belief includes any religion and any religious or philosophical belief. It also includes a lack of any such religion or belief.

A religion need not be mainstream or well known to gain protection as a religion. It must, though, be identifiable and have a clear structure and belief system. Denominations or sects within religions may be considered a religion. Cults and new religious movements may also be considered religions or beliefs.

Belief means any religious or philosophical belief and includes a lack of belief.

'Religious belief' goes beyond beliefs about and adherence to a religion or its central articles of faith and may vary from person to person within the same religion.

A belief which is not a religious belief may be a philosophical belief, such as humanism or atheism.

A belief need not include faith or worship of a God or Gods but must affect how a person lives their life or perceives the world.

**If required by a member of the school community, a prayer and contemplation space will be made available.**

### **Sexual orientation**

Sexual orientation means the attraction a person feels towards one sex or another or both, which determines who they form intimate relationships with or are attracted to.

- Some people are only attracted to those of the same sex (lesbian women and gay men)
- Some people are attracted to people of both sexes (bisexual people)
- Some people are only attracted to the opposite sex (heterosexual people)

Everyone is protected from being treated worse because of sexual orientation, whether they are bisexual, gay, lesbian or heterosexual.

Sexual orientation discrimination also covers discrimination connected with manifestations of that sexual orientation.

### **Gender reassignment**

Gender reassignment is a personal process (rather than a medical process) which involves a person expressing their gender in a way that differs from or is inconsistent with the physical sex they were born with.

This personal process may include undergoing medical procedures or, as is more likely for our pupils, it may simply include choosing to dress in a different way as part of the personal process of change.

A person will be protected because of gender reassignment where they:

- Make their intention known to someone, this could be someone in school or a doctor



- Once they have proposed to undergo gender reassignment they are protected, even if they decide to stop at a later stage
- They do not have to reach an irrevocable decision that they will undergo gender reassignment, but as soon as there is a manifestation of this intention, they are protected
- Start or continue to dress, behave or live according to the gender they identify with as a person
- Undergo treatment related to gender assignment, such as surgery or hormone therapy or
- Have received gender recognition under the Gender Recognition Act 2001

It does not matter which of these applies to a person for them to be protected because of the characteristic of gender reassignment.

### **Pregnancy and Maternity**

The Act lists pregnancy and maternity as a protected characteristic. Pregnancy and discrimination are covered in Appendix B

### **Appendix B: What is unlawful behaviour?**

#### **Direct Discrimination**

Direct discrimination occurs when you treat a pupil less favourably than you treat (or would treat) another pupil because of a protected characteristic.

#### **Discrimination based on association**

Direct discrimination also occurs when you treat a pupil less favourably because of their association with another person who has a protected characteristic (other than pregnancy and maternity)

This might occur when you treat a pupil less favourably because their sibling, parent, carer or friend has a protected characteristic.

#### **Discrimination based on perception**

Direct discrimination also occurs when you treat a pupil less favourably because you mistakenly think they have a protected characteristic.

#### **Discrimination because of pregnancy and maternity**

It is discrimination to treat a woman less favourably because she is or has been pregnant, has given birth in the last 26 weeks or is breastfeeding a baby who is 26 weeks or younger.

It is direct sex discrimination to treat a woman less favourably because she is breastfeeding a child who is more than 26 weeks old.

#### **Indirect discrimination**

Indirect discrimination occurs when you apply a provision, criterion or practice in the same way for all pupils or a particular pupil group, but this has the effect of putting pupils sharing a protected characteristic within the general student group at a particular disadvantage.

#### **Discrimination arising from disability**



Discrimination arising from disability occurs when you treat a disabled pupil unfavourably because of something connected with their disability and cannot justify such treatment.

Discrimination arising from disability is different from direct discrimination. Direct discrimination occurs because of the protected characteristic of disability. For discrimination arising from disability, the motive for the treatment does not matter; the question is whether the disabled pupil has been treated unfavourably because of something connected with their disability.

Discrimination arising from disability is also different from indirect discrimination. There is no need to show that other people have been affected alongside the individual disabled pupil or for the disabled pupil to compare themselves with anyone else.

### **Harassment**

There are 3 types of harassment which are unlawful under the Equality Act:

- Harassment related to a relevant protected characteristic
- Sexual harassment
- Less favourable treatment of a pupil because they submit to or reject sexual harassment or harassment related to sex

The relevant protected characteristics for this school are

- Disability
- Race
- Sex

Harassment related to a protected characteristic:

Harassment occurs when a pupil is subject to unwanted behaviour which is related to a relevant protected characteristic and which has the purpose or effect of:

- Violating a pupil's dignity or
- Creating an intimidating, hostile, degrading, humiliating or offensive environment for the pupil

The word unwanted means unwelcome or uninvited. It is not necessary for the pupil to say that they object to the behaviour for it to be unwanted.

### **Sexual harassment**

Sexual harassment occurs when a pupil is subject to unwanted behaviour which is of a sexual nature and which has the purpose or effect of:

- Violating a pupil's dignity or
- Creating an intimidating, hostile, degrading, humiliating or offensive environment for the pupil

'Of a sexual nature' can cover verbal, non-verbal or physical conduct including unwelcome sexual advances, inappropriate touching, forms of sexual assault, sexual jokes or sending emails of a sexual nature.



It is unlawful to treat a pupil less favourably because they either submit to, or reject, sexual harassment or harassment related to sex.

### **Victimisation**

Victimisation is defined in the Act as treating someone badly because they have done a 'protected act' (or because the school believes that a person has done or is going to do a protected act)

There are additional victimisation provisions which extend the protection to pupils who are victimised because their parent or sibling has carried out a protected act.

A protected act is:

- Making a claim or complaint of discrimination (under the Act)
- Helping someone else to make a claim by giving evidence or information
- Alleging that the school or someone else has breached the Act
- Doing anything else in connection with the Act.