



ROBSON HOUSE

Equalities Policy

Policy Owner	Robson House
Approving Body	Robson House Management Committee
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Equalities Policy

Introduction

Robson House is committed to promoting understanding of the principles and practices of equality and justice. We aim to equip children with an awareness of our diverse society and to help them appreciate the value of difference. Every member of Robson House is regarded as of equal worth and importance, irrespective of their disability, age, sex, gender reassignment, race, religion or belief, sexual orientation, marriage and civil partnership, pregnancy and maternity.

Every aspect of the activities at Robson House has an equalities dimension. This may be expressed explicitly in teaching materials and display, implicitly in classroom practice, or as part of the everyday curriculum and the social interaction amongst and between staff, children and parents/carers. The environment at Robson House influences the developing attitudes of the children within it and can be a powerful vehicle for the promotion of understanding and practice of equalities.

We live in a society where disability discrimination can segregate and isolate people from their communities. At Robson House we value differences in ability, and we aim, through our proactive approach to inclusion, to give all of our children equality of access to their communities. Addressing fundamental prejudices against disability in both children and adults is a core element of our inclusion work.

The Law and Discrimination

This policy reflects the Equality Act 2010, which harmonises and replaces previous legislation including the Race Relations Act 1976, Disability Discrimination Act 1995 (amended 2005), Gender Recognition Act 2004 and Sex Discrimination Act 1975.

The Equality Act covers all nine of the equality strands: disability, age, sex, gender reassignment, race, religion or belief, sexual orientation, marriage and civil partnership, pregnancy and maternity. At Robson House we will ensure that at every level, in all our work and throughout all aspects of the school community and its life, everyone will be treated equally. This Equality Policy summarises the school's approach in ensuring equality for all.

Objectives

- To ensure that children, staff and parents/carers recognise that discrimination on the basis of age, disability, gender, gender-identity, race, religion or belief and sexual orientation, marriage and civil partnership, pregnancy and maternity is not acceptable
- To provide an environment in which all children, staff and parents/carers feel safe enough to express and question views
- To ensure that all children and parents/carers feel valued and supported
- To ensure that all staff feel valued and supported and have appropriate advice and encouragement for professional development

- To ensure that all learners have equal access to a rich, broad, balanced and relevant curriculum
- To advance equality of opportunity by ensuring that teaching, learning and the curriculum promote equality, celebrate diversity and promote community cohesion by fostering good relations
- To eliminate any discrimination, harassment and victimisation. To ensure that no-one is unfairly or illegally disadvantaged as a consequence of their age, disability, gender, gender identity, sexual orientation, colour, race, ethnic or national origin, disability or religious beliefs
- To recognize and celebrate diversity within our community whilst promoting community cohesion

Good Practice

- Robson House follows the Local Authority Admission Policies, which do not permit disability, age, sex, gender reassignment, race, religion or belief, sexual orientation, marriage and civil partnership, pregnancy and maternity to be used as reasons to refuse admission. All admissions are allocated centrally by the LA.
- We strive to achieve a cohesive community and expect that children respect one another and behave with respect to one another, and that their parents/ carers feel fully engaged in the school.
- We aim to enhance a wider sense of community locally, as well as in the context of the UK and the world.
- We support the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998. Through our policies and actions, we undertake to ensure that every child and young person is healthy and safe, is able to enjoy and achieve in their learning experience, and is able to contribute to the wider community.

1. EQUALITY AND POLICY IN PRACTICE

Progress, Attainment and Assessment

- At Robson House we value the achievements and progress of children from all age, gender, race, disability, sexual orientation, religion, social class, ethnic or national origin, language, marital status or employment status groups involved in the school community.
- All children have equal access to activities.
- Assessment outcomes are used to identify the specific needs of all children, inform policies, planning and the allocation of resources.
- The language and learning needs of all children are clearly identified and appropriate support identified and used.

Behaviour

- We have high expectations of behaviour of all children irrespective of cultural or any other background.
- Behaviour is observed as part of lesson observations
- Our Behaviour Policy is designed to clarify needs and to implement strategies to address social, emotional and mental health (SEMH) needs.
- Our procedures for managing behaviour are fair and applied appropriately to all children.

Teaching and Learning

We aim to provide all our children with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, we will:

- Use contextual data to improve the ways in which we provide support to individuals and groups of children;
- Monitor achievement data and action any gaps, including providing targeted support where appropriate;
- Take account of the achievement of all children when planning for future learning and setting challenging targets;
- Ensure equality of access for all children and prepare them for life in a diverse society;
- Celebrate the diversity within our school and the wider community
- Use materials that reflect the diversity of the school population and local community without stereotyping and expose children to a range of thoughts and ideas;
- Promote attitudes and values that will challenge all discriminatory behaviour and prejudice
- Provide opportunities for all children to appreciate their own culture and celebrate the diversity of other cultures;
- Seek to involve all parents in supporting their child's education;
- Encourage classroom and staffroom discussion of equality issues which reflect on stereotypes to encourage social cohesion, expectations and the impact on learning;
- Include teaching and classroom- based approaches appropriate for the whole school population, which are inclusive and reflective of our children.
- Seek to involve the community around the school in the celebration and raising awareness of cultural issues.

Curriculum

We will:

- Promote an inclusive curriculum that reflects the diversity and equalities of the children and our community.
- Promote the view of diversity as a positive, rich resource for teaching, learning and the curriculum.
- Promote equality and diversity in all areas of the curriculum
- Ensure curriculum planning takes account of all children's needs
- Ensure the allocation of children to teaching groups, interventions and optional subjects is fair and equitable to all children.

- Robson House takes active steps to ensure that resources in all areas of the curriculum are inclusive. It promotes a greater understanding of cultural diversity and equality
- There is an acknowledgement of the importance of challenging discrimination in all areas of the curriculum.
- Educational visits and extra-curricular activities reflect all child groupings.

Partnership with Parents/Carers and Communities

- Parents/ Carers are welcomed and respected by staff
- RH Management Committee plays an active role in the life of Robson House in order to fulfill their monitoring duties.
- All parents/ carers are regularly informed of their child's progress and have access to an interpreter if necessary
- We promote parental involvement in their children's education and encourage their regular participation in celebratory, consultative, information gathering and school community events.

Abusive Incident and Reporting

- All abusive incidents including abusive language pertaining to discrimination based on disability, age, sex, gender reassignment, race, religion or belief, sexual orientation, marriage and civil partnership, pregnancy and maternity are recorded by staff on the Abusive Language form and are reported back to the Senior Leadership team. We monitor and log incidents that discriminate against children and young people or adults in our school e.g. homophobic bullying and racist language
- Abusive incidents are recorded in the abusive and language and incidents form, which can be found in the Handbook (online) or Racist and Abusive Incidents folder. They are then flagged with the senior administrative officer to be logged. The forms are monitored daily and reviewed by the Senior Leadership team. The outcome of an incident is fed back to staff within 24 hours depending on its severity. As and when appropriate, parents and careers are informed and the necessary restorative, educational work with the child is conducted
- Each reported form is filed under the relevant child to enable future analysis
- Logged abusive incidents are reported annually to the Management Committee
- Incidents of abusive behaviour and abusive language by children may be raised as safeguarding concerns and reported to the Designated Safeguarding Leads (DSLs). They are recorded on My Concern, our online safeguarding system.

2. EQUALITY AND THE LAW

Our school will ensure it does not unlawfully discriminate against its children, prospective children, staff job applicants or parents/carers in the performance of its duties, policies and practices. Our school will ensure we act in accordance with Public Sector Equality Duty (PSED) and have due regard to the need to eliminate discrimination, to advance equality of opportunities and foster good relations.

Discrimination means treating someone less (or more) favourably than a “comparator”.

Harassment (which is one form of discrimination) means violating someone's dignity, or creating an intimidating, hostile, degrading, humiliating or offensive environment for them.

Racial Harassment and discrimination is defined in the Stephen Lawrence inquiry report as "any incident which is perceived to be racist by the victim or any other person". We will investigate any complaints of racial harassment and discrimination thoroughly through the school's disciplinary procedure.

Bullying is defined as offensive, intimidating, malicious or insulting behavior, an abuse or misuse of power which is meant to undermine, humiliate or injure the person on the receiving end.

Victimisation means discrimination because of a previous complaint. We recognise that discrimination can occur in the following ways and will actively work to address it:

- Direct discrimination
- Indirect discrimination
- Discrimination arising from disability including failure to make reasonable adjustments and provide auxiliary aids and services
- Harassment
- Victimisation

3. EQUAL OPPORTUNITIES FOR STAFF

This section deals with aspects of equal opportunities relating to our 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. All staff appointments and promotions are made on the basis of merit and ability and in compliance with the law. However, we are committed to ensuring wherever possible that the staffing of the school reflects the diversity of our community.

Employer Duties

As an employer, we need to ensure that we eliminate discrimination, victimisation, bullying and harassment in our employment practice and advance equality across all groups within our workforce. We treat all employees with respect. Equality aspects such as age, gender, race, disability, sexual orientation, gender identity, marriage and civil partnership, pregnancy and maternity, religion and belief are considered when appointing staff and particularly when allocating additional pay for Teaching and Learning Responsibilities (TLR) or re-evaluating staff structures, to ensure decisions are free of discrimination.

Actions to ensure this commitment is met include:

- Monitoring recruitment and retention
- Monitoring bullying and harassment of staff
- Continued professional development opportunities for all staff, which provide them with the knowledge, skills and understanding they need to meet the requirements of this policy, which in turn are monitored as part of the performance management process
- Senior Leadership Team support to ensure equality of opportunity for all

4. ROLES AND RESPONSIBILITIES

All staff will ensure that all children and members of staff are treated fairly, equally and with respect, and will maintain awareness of the school's Equalities Policy. All staff will strive to provide material that gives positive images and challenges all discriminatory behaviour and prejudice and record any serious incidents, drawing them to the attention of the Heads of School. Teachers support the work of the multidisciplinary team and encourage them to intervene in a positive way against any discrimination incidents. Staff are personally responsible for ensuring that they act without discrimination, harassment or victimisation. Our school will ensure that all staff fully understand our commitments to equality and inclusion and receive the necessary training and development to uphold their responsibilities.

Health and Wellbeing Strategy

Our Leadership Team will:

- Carry out monitoring, evaluation and reviews carried to ensure that procedures and practices within the school reflect the objectives of this policy.
- Ensure health and wellbeing are seen as priority.
- Establish effective monitoring processes
- Make recommendations following consultation with staff
- Ensure the promotion of the policy throughout the organisation
- Provide support and guidance for individuals
- Allocate resources necessary
- Set an example to others
- Actively promote the principle of positive staff well being
- Be vigilant to employee's personal circumstances offering additional support as necessary
- Ensure that communication is always effective
- Ensure that bullying, harassment and discrimination are never tolerated.
- Refer employees (with their consent) to Occupational Health Service or counselling services
- Work with managers to initiate staff wellbeing focus groups where appropriate
- Conduct any investigation necessary to protect staff well being
- Ensure effective measures are in place for monitoring all sickness absences.

All Staff are expected to:

- Look after the health and wellbeing of their colleagues
- Treat each other with dignity and respect
- Take advantage of training and information sources
- Uphold the principles of confidentiality
- Recognise the limits of what they can do and seek advice at the earliest opportunity
- Share ideas for promoting health and wellbeing in the workplace
- Raise issues of concern with their line manager
- Accept opportunities for occupational health review or counselling when recommended

This policy will play an important part in the educational development of individual children.

It will ensure that all children are treated equally and as favourably as others are. The school will make all reasonable adjustments to promote equal opportunity and equal treatment of all members of the school community. The individual needs of each child will be met, taking full account of their age, disability, gender, gender-identity, race, religion or belief and sexual orientation, marriage and civil partnership, pregnancy and maternity in accordance with the requirements of The Equality Act 2010.

EQUALITY OBJECTIVES

The Equality Act 2010 requires schools to publish equality objectives that are specific and measurable. Our equality objectives are based on an analysis of data and other evidence. These objectives focus on areas where we have agreed to take action to tackle disadvantage and improve equality. We will regularly review the progress we are making in order to meet our equality objectives.

POLICY REVIEW

This policy will be reviewed every year by the Management Committee, as part of its monitoring cycle. The next review will be due in May 2022.