Equality Policy

Document History

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Version Control

Current version	Previous version	Summary of changes made
27 Jul 17	01 Apr 13	Removed reference to polices no longer in use. Updated policy titles and links. Formatting of paragraphs and headings standardised.

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1 Introduction

1.1 Egerton Community Primary School ('the school') is a diverse school, where people from many different backgrounds and cultures work together. This school and its partners have a longstanding commitment to celebrating this diversity, promoting good relations between our diverse communities, and ensuring that its services are appropriate and accessible for everyone.

1.2 We want the school to be a place where every child is able to achieve their potential, regardless of their background, their circumstances, or where they live.

1.3 The school welcomes the Equality Act 2010, which restates the important role that we all play in tackling inequality and building strong and confident communities. This policy statement describes how the school responds to the requirements of the Equality Act 2010.

2 Scope and definition

2.1 The Equality Act 2010 ('the act') sets out the law around equality matters in Great Britain. The act provides protection against discrimination for the following range of diversity groups and protected characteristics;

- Age
- Disability
- Sex or gender
- Gender reassignment
- Sexual orientation
- Religion or belief
- Pregnancy and maternity
- Marriage and civil partnership
- Race (including ethnic or national origins; colour; nationality)

2.2 In addition to the protected characteristics set out by the act, the school believes it is also important to consider caring status and socio-economic conditions as part of its work around equality.

2.3 Under the terms of the act, the school has a general duty to show that it has due regard to;

- Eliminating unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act
- Advancing equality of opportunity between people who share a protected characteristic and people who do not share it
- Fostering good relations between people who share a protected characteristic and people who do not share it

3 The school's response

3.1 As set out in Section 1, the school welcomes the provisions of the Equality Act 2010, and the emphasis which this places on local authorities as drivers of equality in their local areas.

3.2 As an employer, we strive to create a culture where diversity is respected and celebrated. We aim to;

- Ensure that all of our policies and processes are fair and help to advance opportunity between staff from all groups.
- Reaffirm that effective leadership and operational delivery on equality matters is a core competency for the leadership team; and ensure that they are aware of and have the training and information they need to fulfil their obligations under equality legislation.
- Ensure that all staff have the appropriate training to support and respect the differing needs of our diverse communities. This is particularly important for those staff members who are working with vulnerable children, and those at risk of social exclusion.
- Have a workforce which is broadly representative of the local population in the long-term.
- Seek to ensure that our workforce is representative across all levels, including the highest tiers.
- Create an environment in which employees from across the range of protected characteristics feel satisfied with and supported in their work.

3.3 The school's equality duties include eliminating discrimination through the application of a robust policy framework that underpins our roles as employer and service provider.

4 Eliminating discrimination in the workplace

4.1 Our policies are clear about eliminating discrimination in the workplace by ensuring that fair and equal opportunity is afforded to staff from all groups and that individuals have recourse to an objective Panel hearing, if necessary, to test any issue of fairness in relation to conduct, treatment or behaviour at work.

4.2 Further, all matters relating to employment terms and conditions are determined in consultation with the recognised Trades' Unions through a system of collective bargaining, which ensures that matters of collective equity are addressed from inception.

4.3 Those policies which are most pertinent to equalities matters are listed below;

- Code of Conduct
- Dismissal and Disciplinary Policy
- Domestic Violence Policy
- Flexible Working Policy
- Grievance Policy
- Leave of Absence Policy

- Managing Capability Policies
- Managing Sickness Absence Policy
- Maternity Policy
- Paternity Policy
- Shared Parental Leave Pay Policy
- Redundancy Policy
- Whistleblowing Policy

5 Eliminating discrimination as a service provider

5.1 As a school, our services are based on a firm and objective understanding of children's needs and the recognition that, while we would expect all children to receive an equitable standard of service, different children will have differing needs and requirements.

6 Advancing equality of opportunity

6.1 As an employer, the school has an opportunity to advance equality of opportunity in employment, both as an individual employer; and as a member of the employer community in Bolton.

6.2 Within the workplace, we believe that having an organisational culture where diversity is respected and supported is essential. We aim to provide a comprehensive package of training around equalities matters for all our managers, built into our package of essential skills and knowledge for those in leadership roles.

7 Fostering good relations

7.1 The school has an important role in the community, and fostering good relations is a central part of our work to build community and social cohesion in the local area. Engaging effectively with our communities is central to our success, since this helps us to understand the issues which are of importance to our communities.