



Bristol Drive
Lincoln
LN6 7UE

Equality Policy

September 2023

At Sir Francis Hill, we encourage a supportive and inclusive culture. Staff and pupils from different backgrounds, cultures and experiences bring value to our school. We believe that diversity and inclusion bring benefits. This policy describes how we will respect differences so that our pupils, staff, parents/carers, governors and other stake holders can feel valued.

Policy Owner	Headteacher
Governing Body Committee	Development
Date Approved by Governors	04.10.2023
Next Review Date	July 2025 (or before if required)

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Aims

At Sir Francis Hill, we are committed to ensuring equality of education and opportunity for all pupils, staff, parents/carers, governors and other stakeholders receiving services from the school, irrespective of race, gender, disability, faith or religion or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life, feeling proud to be members of Sir Francis Hill. The achievement of pupils will be monitored by race, gender and disability and we will use this data to support pupils, raise standards and ensure inclusive teaching.

Sir Francis Hill aims to meet its obligations under the public sector equality duty by having due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it

Legislation and guidance

This document meets the requirements under the following legislation; [The Equality Act 2010](#), which introduced the public sector equality duty and protects people from discrimination. [The Equality Act 2010 \(Specific Duties\) Regulations 2011](#), which require schools to publish information to demonstrate how they are complying with the public sector equality duty and to publish equality objectives. This document is also based on Department for Education (DfE) guidance: [The Equality Act 2010 and schools.](#)

We welcome our duties under the Equality Act 2010. The general duties being to eliminate discrimination, advance equality of opportunity and foster good relations. We understand the principal of the act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity. Protected characteristics make up the part of a person's identity that makes them who they are, such aspects or characteristics are protected from discrimination. Everyone in Britain is protected from unlawful behaviour by the Act.

The protected characteristics are as follows:

- age
- disability
- race
- sex
- gender reassignment
- maternity and pregnancy
- religion and belief
- sexual orientation
- marriage and civil partnership (for employees)

Types of discrimination (some of which apply only to staff)

➤ Direct discrimination

Where a person is treated less favourably than another because of a protected characteristic. For example, to not promote a pregnant employee because she is about to go on maternity leave. This would be direct discrimination on the protected characteristic of the employee's sex and maternity.

➤ Associative discrimination

Where someone is directly discriminated against or harassed for association with another person who has a protected characteristic.

➤ Perceptive discrimination

Where there is a perception that someone has a particular protected characteristic when they do not.

➤ Indirect discrimination

When there is a policy that applies in the same way for everybody but disadvantages someone with a protected characteristic and you are affected as part of that group. Those using the policy must show that there is a good reason for it. A policy can include a practice, a rule or an arrangement. It makes no difference whether anyone intended the policy to disadvantage someone or not.

➤ Justification of discrimination

Sometimes direct discrimination may be justified where there is an occupational requirement. The occupational requirement must be crucial to the post and a proportionate means of achieving a legitimate aim. Indirect discrimination may be justified if it is proportionate and has a legitimate aim. There are strict conditions that these defences must meet. We would have the burden of proving the justification. Managers must discuss with HR if they are considering these justifications. HR will advise on whether or not it is appropriate.

➤ Harassment

Unwanted conduct, related to one of the protected characteristics, that has the purpose or effect of violating a person's dignity or, creating an intimidating, hostile, degrading, humiliating or offensive environment. Employees or the public can complain of behaviour that they find offensive even if it is not directed at them. The complainant need not have the relevant characteristic themselves. Those who commit severe acts of harassment may be guilty of a criminal offence. Bullying an individual related to a protected characteristic can be unlawful behaviour. Bullying is offensive, intimidating, malicious or insulting behaviour. It is an abuse or misuse of power. It undermines, humiliates, denigrates or injures an individual or a group of employees. This type of conduct is usually sustained.

➤ Victimisation

An individual is subject to a detriment when, for example, an employee is denied a promotion because they made or supported a complaint, raised a grievance, are suspected of submitting a complaint or grievance or a member of the public (in our case, a parent) being denied our services because they made or supported a complaint or raised a grievance or we suspect they have done so. It will not be victimisation if the person acted maliciously or made or supported a false complaint.

➤ Failure to make a reasonable adjustment

We are committed to supporting pupils, staff and other stakeholders accessing our services who have a disability by making reasonable adjustments. By law, we must make reasonable adjustments. These ensure we do not disadvantage disabled people compared to those who are not disabled. They fall into three areas, changing practices, policies and procedures, physical feature, for example, a barrier and providing extra equipment or getting someone to do something to assist you.

Roles and responsibilities

The governing board will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, pupils and parents, and that they are reviewed and updated at least once every four years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher

The headteacher will:

- Promote knowledge and understanding of the equality objectives amongst staff and pupils
- Monitor success in achieving the objectives and report back to governors

The staff in school will:

- Support the headteacher in promoting knowledge and understanding of the equality objectives amongst pupils & parents
- Support the headteacher in identifying any staff training needs, and deliver training as necessary

Eliminating discrimination

We are aware of our obligations under the Equality Act 2010 and we comply with non-discrimination provisions. Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct. Staff and governors are regularly reminded of their responsibilities under the Equality Act, for example during meetings. Where this has been discussed during a meeting it is recorded in the meeting minutes. Liaison between the Head teacher and the Governing body occurs on a regular basis.

Advancing equality of opportunity

As set out in the DfE guidance on the Equality Act, the school aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by pupils (and stakeholders) which are connected to a particular characteristic they have (e.g. pupils with disabilities, or gay pupils who are being subjected to homophobic bullying)
- Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling Muslim pupils to pray at prescribed times)
- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all pupils to be involved in the full range of school societies)

In fulfilling this aspect of the duty, the school will:

- Publish attainment data each academic year showing how pupils with different characteristics are performing
- Analyse the above data to determine strengths and areas for improvement, implement actions in response and publish this information
- Make evidence available identifying improvements for specific groups
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils

Fostering good relations

The school aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE, citizenship and personal, social, health and economic (PSHE) education, but also activities in other curriculum areas. For example, as part of teaching and learning in English/reading, pupils will be introduced to literature from a range of cultures. This is also covered within our teaching of British Values in school.
- Holding assemblies dealing with relevant issues. Pupils will be encouraged to take a lead in such assemblies and we will also invite external speakers to contribute.
- Working with our local community. This includes inviting leaders of local faith groups to speak at assemblies, and organising school trips and activities based around the local community.
- Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school. For example, our school council has representatives from different year groups and is formed of pupils from a range of backgrounds. All pupils are encouraged to participate in the school's activities, such as sports clubs. We also work with parents to promote knowledge and understanding of different cultures.
- We have developed links with External Agencies who have specialist knowledge about particular characteristics, which helps inform and develop our approach and can give us advice.

Equality considerations in decision-making

The school ensures it has due regard to equality considerations whenever significant decisions are made. The school always considers the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, the school considers whether the trip cuts across any religious holidays, is accessible to pupils with disabilities and has equivalent facilities for boys and girls.

Linked policies

We will also consider Equality for pupils, staff, parents/carers and governors in the following policies:

- Admissions
- Attendance
- Exclusions
- Curriculum
- Complaints

Monitoring arrangements

The headteacher will update the equality information we publish, described in sections 4-7 above, at least every other year. This document will be reviewed by the resources sub-committee at least every 4 years. This document will be approved by the full governing board.