



Mission Statement

We are friends journeying with Jesus in faith, hope and trust as we live, love and learn together

Emmaus Equality Policy

September 2024

Emmaus School will champion the needs of all children, raise awareness and challenge negative stereotypes in order to ensure that all children reach their full potential.

At Emmaus Primary School, we understand that the Equality Act 2010 combines and builds upon the existing legislation covering discrimination and promotion of equality of opportunity.

We recognise that this Act brings together into one Act those areas now known as 'protected characteristics' which qualify for protection from discrimination such as age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

We believe that everyone has the right to be treated with dignity and respect. We are opposed to any direct or indirect discrimination against individuals or groups whatever their age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex or sexual orientation.

We all share a responsibility to ensure equality permeates in to all aspects of school life and that everyone is treated equally.

We want everyone connected with this school to feel safe, secure, valued and of equal worth.

We have high expectations of all pupils and we aim to provide them with every opportunity to succeed by providing the highest standards of teaching and learning.

At Emmaus, we believe in nothing but the best!

We do not tolerate any member of the school personnel, or others connected with the school, being victimised, harassed or bullied by another based on assumptions about their status in the afore mentioned categories or on any other grounds.

We will take swift and decisive measures when addressing any such form of bullying or harassment.

We will not discriminate against anyone because of their political affiliation.

We will continue to work closely with the School Council and to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child, that children should be encouraged to form and to express their views.

Our equalities objectives are published on our school's website and are reviewed annually.

Our Equality Objectives

- **To provide a curriculum which promotes the whole school ethos of inclusion and equality for the whole school community;**
- **To ensure that all children have equal access to the curriculum and are able to achieve the best possible outcomes;**
- **To provide a quality learning experience for each child in which all adults actively promote equality, inclusion and a celebration of diversity.**
- **To protect the well-being of all pupils by challenging any non-inclusive views held by anyone within the school and wider community.**

Our Equality Policy is inclusive of our whole school community: pupils/students, staff, parents/carers, visitors and partner agencies who we have engaged with and who have been actively involved in and contributed to its development.

The purpose of this Policy is to set out how our practice and policies have due regard to the need to:

- eliminate discrimination, harassment and victimisation
- advance equality of opportunity
- foster good relations between groups.

It explains how we aim to listen to and involve pupils, staff, parents and the community in achieving better outcomes for our children and young people.

Overall aims of our Equality Policy

- To eliminate discrimination, harassment and victimisation.
- To promote equality of access and opportunity within our school and within our wider community.
- To promote positive attitudes to difference and good relationships between people with different backgrounds, genders, sexual orientation, cultures, faiths, abilities and ethnic origins.
- To ensure that equality and inclusive practice are embedded across all aspects of school life the Equality Policy refers to the UN Convention on the Rights of the Child.

Issues relating to adults within the school community can be embraced under these themes and reflected in the action plan

Our duties

- We recognise and accept our equality duties as set out in the Equality Act 2010 and have sought to involve the whole school community in the process in order to ensure better outcomes for all.
- We have due regard to the need to ensure that persons with a protected characteristic are not disproportionately, negatively impacted as a result of our decision or policy making. We positively foster good relations between different groups of pupils and the wider school community.
- We will consider whether to provide auxiliary aids that are directly related to disabled children's educational needs as a reasonable adjustment.
- We are also guided by the United Nations Convention on the Rights of the Child.
- We will ensure we identify opportunities for promoting our vision, the key concepts and our duties on equality legislation across all aspects of school life, including the provision of extended services.

Our approach

We seek to embed equality of access, opportunity and outcome for all members of our school community, within all aspects of school life.

We actively seek out opportunities to embrace the following key concepts:

- Shared Humanity. Identifying commonality and shared values, aspirations and needs underpins our approach to equality. We value our fundamental similarities and universality.
- Valuing difference and diversity. We appreciate the richness within our differences and look for ways of celebrating and understanding them better.
- Interdependence, interaction and influence. We recognise that, as they evolve, distinct cultures, beliefs and lifestyles will impact on and inform each other
- Social cohesion within our school and within our local community
- Excellence. We aim to inspire and recognise high personal and collective achievement throughout our community, the UK and the wider world. Excellence is to be found everywhere
- Personal and cultural identity. We will provide opportunities to explore and value the complexity of our personal and cultural identities
- Fairness and social justice. We will develop our understanding of the inequality that exists in society and explore ways of individually and collectively promoting a more equitable society

Our vision of Equality

Emmaus Primary School seeks to foster warm, welcoming and respectful environments, which allow us to question and challenge discrimination and inequality, resolve conflicts peacefully and work and learn free from harassment and violence.

We recognise that there are similarities and differences between individuals and groups but we will strive to ensure that our differences do not become barriers to participation, access and learning and to create inclusive processes and practices, where the varying needs of individuals and groups are identified and met. We therefore cannot achieve equality for all by treating everyone the same.

We will build on our similarities and seek enrichment from our differences and so promote understanding and learning between and towards others to create cohesive communities.

These opportunities are likely to include all or some of the following, dependent on our current priorities:

- the engagement, participation and involvement of a broad and diverse range of children, their parents/carers and partner agencies
- preparation for entry to the school
- school policies
- breaks and lunchtimes
- the provision of school meals
- interaction with peers
- opportunities for assessment and accreditation
- assessment arrangements
- behaviour management approach and sanctions
- exclusion procedures
- school clubs, activities and school trips
- the school's arrangements for working with other agencies
- preparation of pupils for the next phase of education
- learning and teaching and the planned curriculum
- classroom organisation
- timetabling
- grouping of pupils
- homework
- access to school facilities
- activities to enrich the curriculum
- school sports
- employees' and staff welfare

Roles and Responsibilities

The Governing Body

The Governing Body has a responsibility to:

- Delegate powers and responsibilities to the Headteacher to ensure that this policy is embedded into the culture of the school;
- Ensure that the school complies with all equalities legislation;
- Nominate a designated Equalities governor to ensure that appropriate action will be taken to deal with all prejudice related incidents or incidents, which are a breach of this policy;
- Ensure the effective implementation, monitoring and
- Engage with training for governors in order to ensure that all governors are aware of their legal responsibilities under equality legislation;
- Engage with parents and partner agencies about the policy Responsibility for the effective implementation, monitoring and
- Ensure that the objectives arising from the policy are part of the School Development Plan (SDP)
- Monitor, review and evaluate the policy.

The Headteacher and Senior Leadership Team

The Headteacher and the Senior Leadership Team will:

- Ensure that this policy is embedded into the culture of the school;
- Publish the equalities objectives of the school;
- Ensure a Disability Equality Scheme and Access Plan are in place and are updated every three years;
- Ensure all school personnel, pupils and parents are aware of and comply with this policy;
- Work closely with the link governor;
- Provide leadership and vision in respect of equality inclusion and community cohesion;
- Record and deal with incidents of racism, bullying and other inappropriate behaviour;
- Seek advice from appropriate agencies in order to ensure that this policy is kept up to date;
- Ensure equal opportunities is covered in the school development plan, in all subject policies and curriculum plans;
- Regularly report to the Governing Body on the standards achieved by different groups within the school;
- Provide guidance, support and training to all staff;
- Monitor the effectiveness of this policy;
- Monitor the school environment to ensure that there are adequate examples of positive images and resources associated with race, religion, disability, gender and sexuality.
- Have responsibility for supporting other staff in implementing this Policy

All school staff

All school staff will:

- Be fully involved in the development of this policy and adhere to this policy and be fully committed to the school ethos;
- Report and deal with all incidents of discriminatory behaviour and unequal treatment to the Senior Leadership Team;
- Tackle all forms of bullying immediately and in an age appropriate way;
- Provide a stimulating, relevant and exciting curriculum and use a variety of teaching methods to ensure effective learning takes place for all pupils;
- Promote equality through curriculum planning and delivery, classroom organisation, reinforcing the school ethos and being a role model of inclusive practice;
- Attend appropriate training sessions;
- Be fully aware of the Equality Policy and how it relates to them
- Understand that this is a whole school issue and support the Equality Policy
- Make known any queries or training requirements.
- Comply fully with legislation, which protects our staff (including teachers, teaching assistants, supervisors and student teachers) from discrimination based on the protected characteristics.

With regard to disability, we make such reasonable adjustments as are necessary to prevent a disabled person being at a substantial disadvantage in comparison with people who are not disabled.

(There are some specific exceptions to the religion or belief provisions of the Equality Act for employment by schools designated as having a religious character. See Department of Education website for further guidance on this:

<http://www.education.gov.uk/aboutdfe/policiesandprocedures/equalityanddiversity/a0064570/the-equality-act-2010>

We interpret our duties positively; take the necessary actions to remove barriers to inclusion and work hard to ensure a safe, positive and inclusive environment)

Our children

Our children will:

- Be involved in the development of the Policy and will understand how it relates to them, appropriate to their age and ability;
- Be expected to act in accordance with the Policy;
- Be encouraged to actively support the Policy.

Parents/carers

Our parents/carers will:

- Be given accessible opportunities to become involved in the development of the Policy;
- Have access to the Policy through a range of different media appropriate to their requirements;
- Be encouraged to actively support the Policy;
- Support the school's ethos of equal opportunity, celebrating diversity and inclusion;
- Be encouraged to attend any relevant meetings and activities related to the Policy;
- Be informed of any incident related to this Policy, which could directly affect their child.

Relevant voluntary or community groups and partner agencies

Partner agencies will:

- Be involved in the development of the Policy
- Be encouraged to support the Policy
- Be encouraged to attend any relevant meetings and activities related to the Policy.

Recruitment process

As an Equal Opportunities employer, we adhere to the principles of equal opportunity in all aspects of the recruitment process.

We welcome applications for vacant posts from appropriately qualified persons regardless of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

We make efforts to ensure that the diversity of our workforce reflects that of our local community and wider society.

In accordance with the Equality Act, we do not enquire about the health of an applicant until a job offer has been made or require job applicants to complete a generic 'all encompassing' health questionnaire as part of the application procedure.

Complaints

The complaints procedures and policies at Emmaus will be adhered to when dealing with any discriminatory complaint from any member of our school personnel.

All cases of harassment will be dealt with by the school's disciplinary procedures.

Recording incidents of discrimination

The inclusion manager and Head teacher will maintain record logs of incidents involving bullying which place both face-to-face and online.

Logs will detail the form of bullying and the nature of the discrimination.

School will then target appropriate intervention in order to tackle any discriminatory views that need to be challenged.

The number and frequency of incidents will be reported to the governing body on a termly basis.

Tackling discrimination

Emmaus Primary School is fully committed to inclusion and to celebrating diversity.

Our whole school ethos of care, courtesy and concern to all is used in discussions with our pupils regularly where learn about diversity and how to include others in all that we do as a school community.

Our PSHE curriculum delivers high quality teaching and learning about a range of current societal issues and strong messages around inclusion, celebrating diversity and tackling discrimination of any kind.

Our school is aware that there are support services offered through Liverpool City Council through Bully Busters and Ethnic Minority and Traveller Education Service (EMTAS). These services are used by the Inclusion Manager to ensure inclusion and diversity throughout the school year.

Responding to hate or prejudice-based incidents and bullying

We recognise that hate incidents or prejudice –based bullying behaviour is driven by negative assumptions, stereotypes or misinformation.

These are then directed against an individual or group, based on difference (real or perceived) and linked to, for example, racism, homophobia, negative views of disabled people or sexism.

We will take action to prevent, challenge and eliminate any such behaviour.

We recognise that we as individuals and society often struggle with difference of any kind (perceived or actual) which can result in seizing upon the most visible sign of difference e.g. skin colour or disability.

Through our school ethos and curriculum, we insist our pupils understand better the diversity that exists in society.

We seek to provide opportunities for them to explore these subtleties and complexities in order to prevent and respond to incidents and situations.

We will address the experience, understanding and needs of the victim, the perpetrator, bystanders and the wider school community through our actions and responses.

We will record all hate incidents and prejudice based bullying on our centralised database, the pastoral, record for each child.

We will use this information to identify trends and patterns, so that we have approaches in place to provide appropriate responses in terms of support for victims and their families, sanctions and support for perpetrators and their families and education for our children and communities.

Raising awareness of this policy

We will raise awareness of this policy via:

- The school website;
- The use of social media;
- Communications with home such as weekly newsletters;
- Reports such annual report to parents and Headteacher reports to the Governing Body;
- Displays for all stakeholders;
- Reinforcing our ethos at any given opportunity when in discussions with parents/carers;
- Assemblies and fund raising occasions.

Training

Emmaus School endeavours to:

- Ensure all school personnel have equal opportunities for training, career development and promotion.
- Organise training for all school personnel so that they are kept up to date with new information and guide lines concerning equal opportunities.

Equality Impact Assessment

Under the Equality Act 2010, we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

Monitoring this policy

The practical application of this policy will be reviewed annually or when the need arises.

Effectiveness of the policy is demonstrated through the termly inclusion report to governors which includes details about any instances of discriminatory behaviour.

See also:

Emmaus Equality Objectives and Action Plan

Emmaus Accessibility Plan

Appendix:

Under the Equality Act there is a requirement for public sector bodies, including schools, to promote equality for disabled people in every aspect of their work. Schools will need to take an organisational approach to formulating policy and practices, which positively promote disability.

The Equality Act 2010 introduced a single Public Sector Equality Duty (sometimes also referred to as the 'general duty') that applies to public bodies, including maintained schools and Academies, and which extends to all protected characteristics – race, disability, sex, age, religion or belief, sexual orientation, pregnancy and maternity and gender reassignment. This combined equality duty came into effect in April 2011. It has three main elements. In carrying out their functions, public bodies are required to have due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Act,
- 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.
- This duty requires schools to adopt a proactive approach, mainstreaming disability equality into all decisions and activities. The duty does not just apply to disabled pupils; it applies to any non-educational services schools provide. The duty applies also to parents, members of staff, visitors to the school, local community members and to potential pupils of the future. Schools can implement the general duty by actively reviewing all their policies, procedures and planned access improvements to remove barriers, with a view, for example, to greater recruitment and retention of disabled staff, greater participation of disabled pupils, disabled parents and community members.

The specific duties require schools:

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

Definition of Disability, as amended by the Equality Act 2010

A person is a disabled person 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 physical impairment:

- Conditions that affect the body such as arthritis, hearing or sight 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 are 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 (see below).
- 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 includes conditions such as dyslexia and autism as well as learning disabilities such as Down's syndrome and mental health conditions such as depression and schizophrenia. The other tests to apply to decide if someone has the protected characteristic of disability are:

- The length the effect of the condition has lasted or will continue: it must be long term. 'Long term' means that an impairment is likely to last for the rest of the person's life, or has lasted at least 12 months or where the total period for which it lasts is likely to be at least 12 months. If the person no longer has the condition but it is likely to recur or if the person no longer has the condition, they will be considered to be a disabled person.
- Whether the effect of the impairment is to make it more difficult and/or time-consuming for a person to carry out an activity compared to someone who does not have the impairment, and this causes more than minor or trivial inconvenience.
- If the activities that are made more difficult are 'normal day-to-day activities' at work or at home.
- Whether the condition has this impact without taking into account the effect of any medication the person is taking or any aids or assistance or adaptations they have, like a wheelchair, walking stick, assistance dog or special software on their computer. The exception to this is the wearing of glasses or contact lenses where it is the effect while the person is wearing the glasses or contact lenses, which is taken into account.

Definition of Special Education Needs

A child or young person has special educational needs if they have a learning difficulty, **which** calls for special educational provision to be made for them.

A child or young person has a learning difficulty if they have significantly greater difficulty in learning than the majority of children and young people of the same age.

Many, although not all, disabled children will have a special educational need if they have difficulty accessing education or if they need special educational provision to be made for them.

Children or young people must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.