

Callands Community Primary School



Equality and Diversity Policy

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| Approved by the Governing Body | Date |
| Headteacher: | Signed: |
| Chair of Governors: | Signed: |

Purpose

The purpose of this policy is to set out in detail how our school intends to comply with the Equality Act 2010 as well as outlining the schools approach to inclusion.

In our school, all staff and governors are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers irrespective of age, disability, gender, gender identity, marriage, pregnancy and maternity, race, religion or belief and sexual orientation. Staff and governors are committed to eliminating discrimination and harassment for these protected characteristics.

Values and Visions

We strive to make the best provision for all pupils, regardless of disability, ethnicity, culture, religious belief, national origin or status, gender or sexual orientation.

We respect diversity. We know that treating people equally is not simply a matter of treating everyone the same. We believe that inclusion is the necessary steps to ensure that every young person is given the equality of opportunity to develop socially, to learn and to enjoy community life. This means that we do our best to make reasonable adjustments for disability, recognise and celebrate cultural differences and understand the different needs and experiences of all children.

- We know that equality is not simply about protecting the potentially vulnerable. We believe that all children may be disadvantaged by the holding of prejudicial views, and we seek to promote good relationships and positive attitudes towards disabled people, people from different ethnic background and faiths and people of different gender or sexual orientation.
- We value staff for their ability and potential to make the best possible provision for the children in our school, regardless of disability, ethnicity, culture, religious belief, national origin, gender or sexual orientation.
- We seek the views of all groups affected by the policies and work of our school, and try to involve them in our policy review.
- We recognise our role in promoting community cohesion
- We promote and cherish Our Community Values and Fundamental British Values
- We are a Bucket Filling school - a kind and caring community school who accepts peoples' differences and celebrates uniqueness

At Callands, we have a culture of tolerance, respect, inclusion and diversity, in which all those connected to the school feel PROUD of their identity, are accepted and happy.

Our school makes all members of our community feel welcome and valued. Our vision and values promote inclusion and equality and tackle discrimination. We have high expectations for all our pupils irrespective of their age, disability, gender reassignment, race, religion or belief, sex or sexual orientation.

Our equalities statement is guided by some core principles:

- Learners are all unique children who together are one;
- We recognise and **respect** (PROUD) difference;
- We show understanding, compassion and care to all
- We foster positive attitudes and relationships and a shared sense of community and belonging;
- We observe good practice in recruitment, retention and staff development;
- We aim to reduce and challenge barriers to equality that already exist.

Our Responsibility

All schools have a legal duty and a responsibility to:

1. **Eliminate discrimination**, harassment, victimisation and other conduct that is prohibited by the Equality Act 2010.
2. **Advance equality** of opportunity between people who share a protected characteristic and people who do not share it.
3. **Foster good relations** across all protected characteristics – between people who share a protected characteristic and people who do not share it.

Protected Characteristics

We adhere to the legal definitions of these protected characteristics as set out by the Equality and Human Rights Commission (EHRC) code of practice.

- **Disability**
- **Gender Identity**
- **Pregnancy and Maternity (staff)**
- **Race**
- **Religion or Belief**
- **Gender**
- **Sexual Orientation**
- **Age (staff)**
- **Marriage (staff)**

Disability

Someone who has the protected characteristic of disability 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 regular 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.

Disability Equality

The general duty to promote disability equality is owed to all disabled people which means that we have due regard to:

1. Promote equality of opportunity between disabled people and able-bodied people.
2. Eliminate unlawful discrimination
3. Eliminate disability related harassment
4. Promote positive attitudes towards disabled people
5. Encourage participation by disabled people in public life
6. Have an inclusive curriculum with role models of a variety of disabilities reflected

Accessibility

There is specific legislation in relation to disabled pupils and accessibility which means we must plan strategically over time to:

1. Increase access to the curriculum
2. Make improvements to the physical environment of the school to increase access.
3. Make written information accessible to pupils in a range of different ways.



The school holds events to celebrate equality and diversity such as Disability Awareness Month each year.

Gender

A person's gender refers to the fact that they are male, female, trans or gender neutral. In relation to a group of people, it refers to either men, boys, women, girls or those who identify as transgender (or gender questioning).

Gender Equality

The general duty to promote gender equality means that we must have due regard to:

1. Eliminate unlawful discrimination
2. Promote equality of opportunity between men and women, girls and boys



The school holds events to celebrate equality and diversity such as our annual Vocations Week, where we explore a range of careers held by men and women or trans people in our diverse community. We also use this opportunity to explore and break down stereotypes and also to reinforce how skills learnt at school, such as mathematics, are used later in life in a range of vocations and jobs.

We also observe and celebrate International Women's Day.

Transgender

Transgendered people are explicitly covered by the gender equality duty. The term transgendered refers to a range of people who do not feel comfortable with the gender they were assigned at birth. The school will respect the confidentiality of those seeking gender reassignment and will provide a supportive environment within its school community for children and families.

As part of our duty to eliminate discrimination, advance equality and to foster good relations, we have a number of classroom/curriculum resources which are inclusive of trans people and reflective of our diverse society.

In school, we have a gender neutral toilet and changing facility should any children or visitors wish to use facilities which are not gender specific.

Additionally, we have a uniform list and do not assign a gender to the uniform items. As long as the uniform items are in-line with the school policy, it is up to the child which items they choose to wear to express their gender.

We do not have nor would we tolerate HBT (Homophobic, Biphobic or Transphobic) bullying. This would be challenged by all staff who would also record any incidents of this nature. (See our PROUD to be Kind and Caring Fill-osophy).

We have a whole school script which all staff use to ensure we tackle HBT negative language and bullying in a consistent way. See Appendix 1

The duty ensures that regardless of gender and expressions of gender, all people at Callands are treated equally and with respect and tolerance.



We are Stonewall School Champion and we have been awarded the Silver Stonewall Champion Award for the work we have done to ensure equality and prevent HBT negativity and bullying

In addition, various staff have attended Supporting LGBT children in various training from the Proud Trust



Miss Fairhurst ##### Skilled Teacher Award from the Proud Trust which means that she has attended a range of training which she will share with all staff at Callands. She is the designated person to support LGBT children.



We are inclusive of Trans people at Callands. We avoid stereotypes and gender specific language. Children at Callands are free, happy and safe to act as they wish. In Upper Key Stage 2, the children are asked in their termly questionnaire:

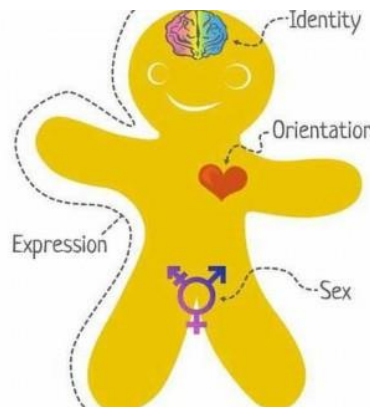
'Do you think if there is someone born a girl who would rather be a boy, or born a boy and who would like to be a girl, they would feel safe at school and be included?'

'Do children ever get picked on by other children for not behaving like a 'typical girl' or 'typical boy'?' '

In PSHE lessons in in KS1 we explore gender through texts (see PSHE LTP) and in KS2, we explore gender through the image and symbols of the GenderBread Person.

We discuss how gender can be represented through **identification** – how we align ourselves (male, female or trans), the **sex** assigned to us at birth. **Expression** - the way we choose to express ourselves (clothes we wear, hair cuts etc). In Upper Key Stage 2, we will also touch upon **attraction** – who you are attracted to.

The Genderbread Person



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 gender they were assigned at birth.

This personal process may include undergoing medical procedures or, as is more likely for school children, 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 identity where they:

- Make their intention known to someone – it does not matter who this is, whether it is someone at school or at home or someone like a doctor:
- Once they have proposed to undergo gender assignment they are protected, even if they take no further steps or decide to stop later on
- They do not have to have reached 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 (full or part time) according to the gender they identify as a person
- Undergo treatment related to gender reassignment, such as surgery or hormone therapy; or
- Have received gender recognition under the Gender Recognition Act 2004

We have a 'Supporting Trans Children at Callands tool kit' which provides all staff with guidance and information about how to and how we would effectively support transgender, non-binary and questioning young people; and help improve their experiences throughout their primary education whilst at Callands Community Primary School.

Ethnicity

Ethnicity means a person's:

- Race
- Nationality (including citizenship), and/or
- Ethnic or National Origin

A racial group is composed of people who have or share a nationality or ethnic or national origins.

A person has the protected characteristics of ethnicity if they belong to a particular racial group.

Racial groups can comprise two or more racial groups such as 'British Asians'.

As part of our duty to eliminate discrimination, advance equality and to foster good relations, we do have a number of class room resources to reflect people of different races, nationalities and ethnic origin. Children learn about ethnicity through a plethora of curriculum areas and collective worship. Our curriculum and curriculum role models are fully reflective of our diverse society.



The school holds events to celebrate equality and diversity such as Black History Month each year.

Religion or 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 to be mainstream or well known to gain protection as 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 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.

For a belief to be protected by the Equality Act:

- It must be genuinely held
- It must be a belief and not an opinion or viewpoint based on information available at the moment.
- It must be a belief as to a weighty and substantial aspect of human life and behaviour.
- It must attain a certain level of cogency, seriousness, cohesion and importance.
- It must be worthy of respect in a democratic society.
- It must be compatible with human dignity and not conflict with the fundamental rights of others.

As part of our duty to eliminate discrimination, advance equality and to foster good relations, we have a number of opportunities throughout year groups to explore and learn about different religions. The religions predominately studied at Callands are: Christianity, Islam, Buddhism, Judaism, Sikhism and Hinduism.



The school holds events to celebrate equality and diversity such as Interfaith Week each year.

Sexual Orientation

Sexual orientation means the attraction a person feels towards males, females and trans people, which determines who they form intimate relationships with or are attracted to.

- Some people are attracted to those of the same sex (lesbian women and gay men)
- Some people are attracted to males and females (bisexual people)
- Some people are attracted to males, females and trans people (pansexual people)
- Some people are attracted to the opposite sex (heterosexual people)
- Some people have relationships but not sexual relationships (asexual people)

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

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

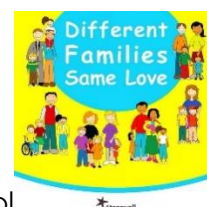
As part of our duty to eliminate discrimination, advance equality and to foster good relations, we have a number of class room resources which reflect different families and people who have various sexual orientation. This is filtered through into our curriculum e.g. when choosing texts to read, we will ensure they are reflective of our diverse society and contain different families or characters who may be lesbians or gay for example. We also talk about families and relationships as part of PHSE lessons.



The school holds events to celebrate equality and diversity such as LGBT History Month in February.



We are a Stonewall Silver Champion School



Each classroom has a display about families and talk about what makes a family – love. We reinforce that it doesn't matter who is in your family, they provide us with the same love and care.

We are currently working towards gaining their Gold accreditation which ensures we have the correct policies in place, all staff rigorously tackle bullying, a fully diverse and inclusive curriculum and that these are reflected in the wider school community and culture.

We also reinforce the Stonewall '**#nobystanders**' – informing children how damaging language of hate is and encouraging them to report it. The children sign a pledge to agree take a stand and report and challenge hateful language and abuse of a bullying nature towards any of the protected characteristics.

The pledge the children sign:

I will never be a bystander to hateful language and abuse. If I hear it, I will call it out and report it, and if I can, I will stop it. By signing the pledge, I promise to stand up for fairness, kindness and never be a bystander.

Pregnancy & Maternity, Age and Marriage

We will ensure that we do not discriminate on these grounds and follow all necessary legislation and policies.

Our Aims within Teaching and Learning

The achievement of children will be monitored by ethnicity, gender, age and disability and we will use this data to support students, raise standards and ensure inclusive teaching. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all. We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

We ensure our curriculum is reflective of our diverse community through the use of curriculum role models which are displayed with each topic area and learnt about as part of various lessons.

We aim to provide all our pupils 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 pupils;
- Monitor achievement data by ethnicity, gender and disability and action any gaps, including providing targeted support where appropriate;
- Take account of the achievement of all students when planning for future learning and setting challenging targets;
- Ensure equality of access for all students and prepare them for life in a diverse society ;
- Use materials that reflect the diversity of the school population and local community without stereotyping and expose students to a range of thoughts and ideas;
- Promote attitudes and values that will challenge racist, sexist, homophobic, biphobic, transphobic and other discriminatory behaviour or prejudice;
- Provide opportunities for all pupils 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 students and their families.
- Seek to involve the community around the school in the celebration and raising awareness of cultural issues

Self monitoring, Review and Evaluation – Children

Callands is an inclusive school. We use the curriculum and teaching to enhance the self-esteem of all those it serves and to provide a learning environment in which all pupils are encouraged to fulfil their potential.

We use the following information about all pupils:

- Attainment and progress data
- Attendance Levels
- Exclusions
- Attendance at extra-curricular activities
- Complaints of bullying and harassment
- Participation in school council

Analysis of this data informs both the Equalities Action Plan and the School Improvement Priorities.

We regularly review the impact of our policies on the needs, entitlements and outcomes for pupils, staff and parents from the equality strands referred to in this policy. We pay specific reference to the impact that our policies have on the attainment of pupils from different groups.

We make regular assessments of pupils' learning and use this information to track pupils' progress, as they move through the school. As part of this process, we regularly monitor the performance of different groups, to ensure that all groups of pupils are making the best possible progress and take appropriate action to address any gaps. We use this information to adjust future teaching and learning plans, as necessary. A range of resources are available to support groups of pupils where the information suggests that progress is not as good as it should be.

Regular pupil progress meeting with SLT take place to monitor all groups of learners. The governing body receives regular updates on pupil performance information.

School performance information is compared to national data and Local Authority data, to ensure that pupils are making appropriate progress when compared to all schools, and to schools in similar circumstances.

As well as monitoring pupil performance information, we also regularly monitor a range of other information. This relates to:

- Exclusions and truancy
- Incidents of racism, disability, sexist incidents and all forms of bullying
- Parental involvement
- Participation in extra curriculum activities
- Attendance

Our monitoring activities enable us to identify any differences in pupil performance. This allows us to take appropriate action to meet the needs of specific groups and to set targets in our strategic plan, in order to make the necessary improvements.

Admissions and Exclusions

Our admissions arrangements are operated in conjunction with the Local Authority and are fair and transparent, and do not discriminate on the protected characteristics or socio-economic factors.

Exclusions will always be based on the schools Behaviour Policy. We will closely monitor exclusions to avoid any potential adverse impact and ensure any disproportionate practice is identified and dealt with.

Self monitoring, Review and Evaluation – Employment and Governance

Callands Community Primary School is committed to providing a working environment free from discrimination, victimization and harassment.

We aim to recruit an appropriately qualified workforce and governing body that is representative of all sections of the community in order to provide a service that respects and responds to the diverse needs of our local population.

The Employment Duty within the race legislation states that all schools should collect information on staff in post, applicants for employment, training and promotion.

Although other data is not required under legislation the school is aware of appropriate information to ensure that it cannot be considered to be demonstrating discriminatory practice. This duty applies to all staff, whatever their capacity.

Information gathered:

- Staff profile
- Governing Body Profile
- Attendance on staff training events
- Disciplinary and grievance cases
- Staff appraisal, performance management

The Role of Governors

- The governing body has set out its commitment to equal opportunities in this policy and within the School Improvement plan priorities which are created to continue to do all it can to ensure that the school is fully inclusive to pupils, and responsive to their needs based on race, gender and disability.
- The governing body seeks to ensure that people are not discriminated against when applying for jobs at our school on grounds of race, gender or disability.
- The governors take all reasonable steps to ensure that the school environment gives access to people with disabilities, and also strive to make school communications as inclusive as possible for parents, carers and pupils.
- The governors welcome all applications to join the school, whatever a child's socio-economic background, race, gender or disability.
- The governing body ensures that no child is discriminated against whilst in our school on account of their race, sex or disability.

The Role of the Headteacher (senior leader responsible for Equalities)

- It is the headteacher's role to implement the school's Equality Plan and she is supported by the Senior Leadership Team and Governing Body in doing so
- It is the headteacher's role to ensure that all staff are aware of the Equality Plan, and that teachers apply these guidelines fairly in all situations
- The headteacher ensures that all appointments panels give due regard to this policy, so that no-one is discriminated against when it comes to employment or training opportunities
- The headteacher promotes the principle of equal opportunity when developing the curriculum, and promotes respect for other people and equal opportunities to participate in all aspects of school life
- The headteacher treats all incidents of unfair treatment and any incidents of bullying or discrimination, including racist incidents, with due seriousness

The Role of All Staff: Teaching and Non-teaching

- All staff will ensure that all pupils are treated fairly, equally and with respect, and will maintain awareness of the school's Equality Plan
- All staff will strive to provide material that gives positive images based on race, gender, gender identity disability, and challenges stereotypical images
- All staff will challenge any incidents of prejudice, racism or homophobia, and record any serious incidents, drawing them to the attention of SLT
- Teachers support the work of ancillary or support staff and encourage them to intervene in a positive way against any discriminatory incidents

Tackling Discrimination including Dealing with Racist Incidents

Harassment on account of race, gender, disability or sexual orientation is unacceptable and is not tolerated within the school environment.

All staff are expected to deal with any discriminatory incidents that may occur. They are expected to know how to identify and challenge prejudice and stereotyping; and to support the full range of diverse needs according to a pupil's individual circumstances.

Racist and homophobic incidents and other incidents of harassment or bullying are dealt with by the member of staff present, escalating to a class teacher / deputy headteacher/headteacher where necessary. All incidents are reported to SLT and racist incidents are reported to the governing body and local authority on a termly basis.

What is a Discriminatory Incident?

- Harassment on grounds of race, gender, disability, sexual orientation or other factors such as socio-economic status, can take many forms including verbal or physical abuse, name calling, exclusion from groups and games, unwanted looks or comments, jokes and graffiti.
- A racist incident is defined by the Stephen Lawrence Inquiry Report (1999) as: 'any incident which is perceived to be racist by the victim or any other person'.

Types of Discriminatory Incidents That Can Occur Are:

- Physical assault against a person or group because of their colour, ethnicity, nationality, disability, sexual orientation or gender
- Use of derogatory names, insults and jokes
- Racist, sexist, homophobic or discriminatory graffiti
- Provocative behaviour such as wearing racist, sexist, homophobic or discriminatory badges or insignia
- Bringing discriminatory material into school
- Verbal abuse and threats
- Incitement of others to discriminate or bully due to victim's race, disability, gender or sexual orientation
- Discriminatory comments in the course of discussion
- Attempts to recruit others to discriminatory organisations and groups
- Ridicule of an individual for difference e.g. food, music, religion, dress etc
- Refusal to co-operate with other people on grounds of race, gender, disability or sexual orientation

Responding to and Reporting Incidents

It is clear to pupils and staff how they report incidents. All staff, teaching and non-teaching, should view dealing with incidents as vital to the well-being of the whole school.

Our procedure for responding and reporting incidents is outlined below:

- The school ensures that any incident that staff overhear or deem to have racist overtones is discussed with SLT or the headteacher. The incident is investigated in accordance with our Anti-Bullying Policy the Local Authority procedures.
- All incidents are reported to the parents/carers and the school notifies both the Governing Body and the Local Authority. Information about racist incidents is recorded and submitted to the LA, a copy is retained in school.

Equality Impact Assessment

The policies in the school are reviewed regularly by the Governing Body and key user groups. The school needs to ensure that every aspect of its working is genuinely accessible and meets the need of the children, staff, parents, carers and local community in relation to age, disability, gender, race, religion, belief and sexual orientation.

There is an inventory of the existing policies within the school, and the school undertakes a rolling programme of review and impact assessment for all policies and procedures.

Our School Policies:

We have used our existing school policies to inform our Equality Policy. These include:

- School Improvement Plan -annual plan
- SEND Policy
- Anti-bullying policy – PROUD to be Kind and Caring Fill-osophy
- Behaviour Policy
- Intimate Care policy
- Code of Conduct
- E-Safety for Children Policy
- Safeguarding Policy
- Swim Policy
- Uniform Policy
- Pupil Premium Policy
- PHSE Policy
- Preventing Extremism and Radicalisation Policy
- RE Policy
- SRE Policy
- Educational Visits Policy
- Collective Worship Policy and rotas

Roles and Responsibilities

- Our Governing Body will ensure that the school complies with the statutory requirements in respect of this Policy and Action Plan
- The headteacher is responsible for the implementation of this scheme and will ensure staff are aware of their responsibilities, that they are given necessary training and support and report progress to the Governing Body.
- The headteacher also has day-to-day responsibility for co-ordinating the implementation of this policy.
- Our staff are expected to promote an inclusive and collaborative ethos in the school, challenge inappropriate language and behaviour, respond appropriately to incidents of discrimination and harassment, ensure appropriate support for children with additional needs, and maintain a good awareness of equalities issues.
- Our pupils have a responsibility to themselves and others to treat each other with respect, to feel valued, and to speak out if they witness or are subject to any inappropriate language or behaviour.
- We will take steps to ensure that all visitors to the school, including parents/carers adhere to our commitment to equality.

We will revise our Equality Policy and Action plan every 3 years.

We will continue to involve people from all aspects of our school community in the on-going devolvement of our Single Equality Scheme and Action Plan this includes:

- regular review of policy and approaches with key Governors – Safeguarding and Additional and Special Educational Needs governors
- opportunity within Class Councils and in PSHE to discuss equality and diversity issues
- a regular opportunity to discuss aspects of the policy within Staff meetings
- opportunity to re-survey parents and key groups about how the school carries out its duties in relation to Equalities.

Whilst the school operates equality of opportunity in its day to day practice which is highlighted throughout this policy, specific actions are set out in the School Improvement Plan and Diversity and Equality Action Plan.

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 and harassment in our employment practice and advance equality across all groups within our workforce.

Equality aspects such as age, gender, race, disability, sexual orientation, gender identity, marriage, pregnancy and maternity, religion and belief are considered when appointing staff and particularly when allocating Teaching and Learning (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 including bullying and harassment of staff
- Continued professional development opportunities for all staff, which are monitored as part of the appraisal process;
- Senior Leadership Team support to ensure equality of opportunity for all.

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.

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

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

Roles of the Governors

The governing body seeks to ensure that people are not discriminated against when applying for jobs at our school on grounds of the protected characteristics and will take all reasonable steps to ensure that the school environment gives access to people with disabilities, and strive to make school communications as inclusive as possible for parents, carers and students.

The governing body welcomes all applications to join the school, whatever a child's socio-economic background, age, race, gender, disability, sexual orientation, marital status or pregnant, religion or belief or gender identity.

The governing body is liable for any breaches of legislation. It is also liable for the actions of its employees and agents of the school, unless it can show that it took all reasonable steps to prevent discrimination, harassment or victimisation taking place.

The Role of the Headteacher

It is the Headteacher's role to implement the school's Equal Opportunities Policy and is supported by the governing body in doing so.

It is the Headteacher's role to ensure that all staff are aware of the Equal Opportunities Policy and that teaching and non-teaching staff apply these guidelines fairly in all situations.

The Headteacher ensures that all appointment panels give due regards to this policy, so that no-one is discriminated against when it comes to employment and training opportunities.

The Headteacher promotes the principle of equal opportunity when developing curriculum, and promotes respect for other people and other opportunities to participate in all aspects of school life.

The Headteacher treats all incidents of unfair treatment and any incidents of bullying or discrimination, including racist incidents, with due seriousness.

The Role of all Staff: Teaching & Non-Teaching

All staff will ensure that all students and members of staff are treated fairly, equally and with respect, and will maintain awareness of the school's Equal Opportunities Policy.

All staff will strive to provide material that gives positive images and challenges stereotypical images.

All staff will challenge any incidents of bullying, prejudice, racism, sexism, homophobia, biphobia, transphobia and record any serious incidents, drawing them to the attention of the Headteacher in line with the PROUD to be Kind and Caring Anti-Bullying Policy and Bucket Dipping/ Bullying Pathway.

Teachers support the work of ancillary or support staff and encourage them to intervene in a positive way against any discrimination incidents.

Staff are personally responsible for their own acts of discrimination, harassment or victimization carried out during their employment.

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.

To demonstrate our determination to ensure equality and diversity, we are currently working towards gaining the Equalities Award





Tackling HBT negative comments/ Bucket Dipping with children

At our school, we don't use the word gay* in an unkind way towards anyone because it is ok to be gay*.

We are all different and unique and we accept and are tolerant to every kind of person Callands.

It's great that we are all different! Wouldn't our community be boring if we were all the same?

Remember to show kindness and respect to everyone.



*bi-sexual/trans/a lesbian