



Sheep Dip Lane  
PRIMARY SCHOOL

# Equality Information and Objectives

September 2019

Status	Statutory
Governing Body Committee	School Improvement Committee SIC
Responsible Persons	Mrs F Parish Head Teacher
Date the policy was agreed	September 2018
Review date	September 2021

Growin  
g Gifts

Mrs F Parish  
Head Teacher

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**Sheep Dip Lane**  
PRIMARY SCHOOL

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## **Sheep Dip Lane Primary School: Equality Information Policy and Objectives Reviewed: September 2018, September 2019**

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### **1. Purpose**

Sheep Dip Lane Primary School is committed to promoting equality and diversity and promoting a culture that actively values difference and recognises that people from different backgrounds and experiences can bring valuable insights to the workplace and enhance the way we work.

### **2. Aims**

We aim to be an inclusive organisation, where diversity is valued, respected and built-upon, with the ability to recruit and retain a diverse workforce that reflects the communities it serves.

### **3. Scope**

This policy relates to all employees, agency workers, trainees, governors, members of the governing body board and those in voluntary positions within the school. This policy does not relate to the provision of services, for which the school has separate policies.

### **4. Compliance with relevant equality legislation**

The school is committed to compliance with relevant equality legislation, the Equality Act 2010, Codes of Practice and relevant best practice guidance. See section 9. To demonstrate its commitment to equality and diversity, our school will ensure that those employees with line management responsibilities receive training on equality in employment from a competent person. Public Sector Equality Duty (PSED) 2012 places responsibilities on all public authorities including Academies. Section 149 of the PSED sets out that: A public authority must, in the exercise of its functions, have due regard to the need to:

- Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act
- Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it
- Foster good relations between persons who share a relevant protected characteristic and persons who do not share it. This means that Sheep Dip Lane Primary School will take action to eliminate prohibited behaviours, advance equality of opportunity and foster good relations as set out above. The key means of doing this will be through the development and delivery of the school's Equalities Objectives Action plan.

### **4. Relationship with other employment policies**

This policy operates in conjunction with all other policies and procedures, for example:

- Recruitment Policy
- Appraisal and Pay Policies
- Management of Sickness Absence
- Maternity, Paternity, Parental Leave and Adoption Policy and Procedure
- Managing Changing Staffing Needs
- Anti-Bullying and Harassment Policy
- Disciplinary Policy Equality impact assessments will be conducted annually on the above policies including the monitoring of pay progression.

## **5. Definition of Equality and Diversity Equality**

This can be described as providing equal access to outcomes, breaking down barriers, eliminating discrimination and requiring equal opportunity and access for all groups both in employment and to goods and services; the basis for which is supported and protected by legislation. Diversity can be described as celebrating differences and valuing everyone. Each person is an individual with visible and non-visible differences and by respecting this everyone can feel valued for their contributions which is beneficial not only for the individual but for the school.

Equality and Diversity are not inter-changeable but interdependent. There can be no equality of opportunity if differences are not valued and celebrated.

## **6. Policy Statement**

Sheep Dip Lane Primary School is committed to creating an inclusive working environment to maximise the potential of all staff, providing equal opportunities in all aspects of employment and avoiding unlawful discrimination at work. Our school will not tolerate discrimination, harassment, bullying or victimisation of employees or third parties including, such behaviour by those who undertake work on the school's behalf. The school is committed to ensuring that existing members of staff, job applicants, workers and volunteers are treated fairly in an environment which is free from any form of discrimination with regard to the protected characteristics as outlined by the Equality Act 2010 which are:

- Age
- Disability
- Gender reassignment
- Marriage and Civil partnership
- Pregnancy and Maternity
- Race (includes colour, nationality and ethnic origins)
- Religion and belief
- Sex
- Sexual orientation

## **7. What is unlawful discrimination?**

The Equality Act 2010 defines the different types of discrimination that are unlawful:

**Direct discrimination:** when someone is treated less favourably than another person because of a protected characteristic. Direct Discrimination is not justifiable.

**Indirect discrimination:** when a condition, rule, criterion policy or practice applies to everyone but particularly disadvantages people who share a protected characteristic and it cannot be shown to be a proportionate means of achieving a legitimate aim.

**Associative discrimination:** where an individual is directly discriminated against or harassed for association with another individual who has a protected characteristic.

**Perceptive discrimination:** where an individual is directly discriminated against or harassed based on a perception by others that they have a particular protected characteristic even if they don't.

**Discrimination arising from disability:** where an individual has been treated unfavourably because of something connected with their disability (so does not have to be the disability itself).

**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 for that individual. It does not matter whether or not this effect was intended by the person responsible for the conduct.

**Victimisation:** when an employee is treated badly and subjected to detriment because they made or supported a complaint or raised a grievance under the Equality Act 2010, or because they are suspected of doing so. An employee is not protected from victimisation if they have maliciously made or supported an untrue complaint.

**Reasonable Adjustments:** The Equality Act also makes it unlawful to fail to make reasonable adjustments, as a result of a disability, to overcome barriers in employment or to using services.

Occupational Requirement: in limiting circumstances, employers can directly discriminate against an individual for a reason related to any of the protected characteristics where there is a genuine occupational requirement. For example, the requirement for the job holder to be a man or a woman, to belong to a specified racial or religious group where the possession of a specified characteristic is a key element of the job in question.

### **8. Monitoring, Review and Action**

The Governing body has a responsibility to monitor and review the operation of policies, procedures and practice to ensure that this is in keeping with the school's commitment to equalities and diversity. Where improvements are identified, relevant actions will form part of the school's Equalities Objectives and Diversity action plan. This action plan will be available from the Business Manager. The Governors will delegate responsibility for monitoring the progress made by the school with respect to their progress with their Equalities and Diversity action plan and they will report to the Governing Body Board.

### **9. Employees:**

Where an individual believes that they have been unlawfully discriminated against in relation to the protected characteristics, they may raise the matter with their line manager, contact a union representative and/or use the Grievance Procedure to raise an issue and seek a resolution. In accordance with the Grievance Procedure, where possible the matter will be resolved informally. If this is not possible, the matter may be considered formally under the Grievance Procedure. Where an investigation into the matter raises issues of concern that are potentially a matter of misconduct, such matters will be pursued separately through the Disciplinary Procedure. On conclusion of the case and where there are "lessons to be learned" with respect to equalities good practice, such matters will be addressed through the Equalities and Diversity Action Plans.

Policy Agreed: 25<sup>th</sup> September 2018

Signed Head teacher: *F Parish*

Signed: Chair of Governors: *D Wright*

Policy reviewed in Autumn 2019, objectives reviewed by 2021

Policy to be reviewed in Autumn 2020, objectives reviewed by 2021

These objectives were agreed by the Governing Body of Sheep Dip Lane Primary School in September 2018. They will be reviewed annually and at least every 3 years.

Objective 1 • To continue to narrow any gaps in attainment for pupils working below age expectations.

Action: • All year group teachers and phase teams to continue to have an increased awareness of the achievement and progress of all pupils: including vulnerable students and those with “protected” characteristics through enhanced tracking and intervention.

Objective 2 • To continue to promote high quality teaching and learning across the school to ensure all lessons are of the highest quality so that all pupils make progress and enjoy their learning.

Action: • To increase CPD opportunities with a specific focus on Teaching & Learning throughout 2018-19 for all staff.

Objective 3 • To ensure that our curriculum (including our programme of enrichment and extra curricular activities) actively promotes understanding between different groups of people.

Action: • To extend the range of clubs offered in Wider Curriculum. • When developing long and medium term curriculum plans these are to include learning experiences which will promote understanding between different groups of people.

Objective 4 • We will maintain a rigorous anti bullying stance so that all students, including those in groups protected by the Equalities Act, are protected from harassment and discrimination of all kinds.

Action: • To enhance current practice by implementing a rigorous recording system of all incidents of bullying reported by students and parents. To use the data collected for termly analysis and discussion. To actively seek pupil and parent views on bullying and respond appropriately.