



## **EQUALITY POLICY**

### **Vision**

Everyone is entitled to be treated fairly and without discrimination in every aspect of school life. Springfield seeks to ensure that this applies to all members of the school community.

### **Values**

We respect the equal human rights of all members of the community and seek to educate our pupils about equality, respect and the human rights accorded to all people

The school is committed to enabling all pupils and adults to achieve their potential and to preparing all pupils to access and enjoy the full range of life opportunities in the future

Springfield School recognises all its members as equal individuals and is committed to developing an inclusive and supportive learning environment that removes barriers to learning

We recognise the diversity amongst the people of our city, country and world and seek to learn about and celebrate difference through the content and delivery of the curriculum

We recognise and value the achievements of all members of the school

We are committed to protect members of the school from unlawful discrimination on the basis of gender, race, disability, religion or belief, sexual orientation, gender reassignment, pregnancy or maternity and to provide for the well-being, safety and welfare of all

We understand that some pupils and their families face challenges in their lives and are at risk of poor outcomes and commit to the Portsmouth Safeguarding Children Board's vision that "the right children and families receive the right support at the right time."

### **Objectives**

1. "It is unlawful for the responsible body of the school to discriminate against, harass or victimise a pupil or potential pupil:
  - In relation to admissions
  - In the way it provides education for pupils
  - In the way it provides pupils access to any benefit, facility or service
  - By excluding a pupil or subjecting them to any other detriment" **Equality Act 2010**
2. We will ensure that our Admissions criteria do not discriminate against anyone with a protected characteristic
3. When we identify types of unlawful discriminatory behaviour – i.e. direct discrimination, indirect discrimination, harassment, victimisation – then we will ensure, through policy and practice, that the school has systems in place to effectively challenge, combat and repair discriminatory behaviour towards members of the school community. This is based on the understanding that any incident perceived to be offensive or discriminatory by the victim – whether the perpetrator intended to cause

offence or not – is considered to be unlawful and therefore unacceptable.(see definition of a racist incident in the MacPherson Report 2000)

4. We will ensure, through a programme of staff training and monitoring (such as the statutory Prevent Duty and other PSCB identification and measurement tools), that all staff understand what constitutes unacceptable, unlawful behaviour and have the knowledge, confidence and the support of school systems to deal with it. Named members of staff lead and coordinate the appropriate school response to any such incidents
5. We will promote community cohesion at school, local, national and global levels through our enhanced curriculum and the encouragement we give to all pupils who express an interest in wider issues. We will also continue to raise awareness across the whole school community.
6. We will use Pupil Group Action Planning meetings to monitor and analyse pupil performance by ethnicity, gender, disability, SEN and social background and identify disparities. The school will seek to address these through curriculum planning, teaching strategies and targeted intervention and support and closely monitor the progress of each pupil
7. We will ensure that all school policy is informed by the school's values and that we model good practice which addresses equality issues in all areas
8. We will recognise that equal provision for people with disabilities at Springfield may require changes to practice and that the school is required to make reasonable adjustments to avoid putting disabled people at substantial disadvantage
9. We will plan for and aim to provide access for pupils to a full range of curricular and extra-curricular opportunities and will make reasonable adjustments as appropriate to accommodate all members of the school community
10. The school will implement rigorous safeguarding practice in line with the national 'Working Together' statutory guidance for 2015 and the Portsmouth Children's Trust's key priorities and will ensure that staff are trained to use the key components of safeguarding practice in Portsmouth effectively

## Impact

From July 2011 every policy going through the governors' policy review cycle has been reviewed against the Equality Policy objectives. Policies are deemed "Equality Act compliant" as long as they directly address the objectives where relevant or refer to evidence of compliance.

The monitoring systems of the school will provide evidence of good practice and impact on individuals and discrete groups of pupils.

The Equality Policy requires all policies, plans and schemes to be Equality Policy compliant. This fulfils the Public Sector Equality Duty (PSED) 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

All school documents will therefore demonstrate their compliance with the PSED as and when it is relevant and appropriate to do so. By their very nature, the School Improvement Plan, the School Evaluation Form and any other school improvement planning documents incorporate and publish equality objectives.

Review: Autumn 2017