Schools
Model Equality and Diversity Policy for School Based Staff

Adopted by Hugh Gaitskell Primary School Governing Body

To be reviewed by Governors on October 2025

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Definition:
Xxxx School has adopted the Equalities Review 2007 definition of an equal society which strengthens our approach to equality and diversity. The definition is:

'An equal society protects and promotes equal, real freedom and substantive opportunity to live in the ways people value and would choose, so that everyone can flourish. An equal society recognises different people's different needs, situations and goals and removes the barriers that limit what people can do and can be'

This policy covers the provisions of the Equality Act which became law in October 2010. As an employer, our obligations remain largely the same. The Act harmonises and replaces previous legislation (such as the Race Relations Act 1976 and the Disability Discrimination Act 1995) and ensures consistency to make the workplace a fair environment and to comply with the law.

Schools have a duty to consider and complete the Equality Impact Assessment, Appendix 1.

Introduction

The school is committed to providing an environment free from discrimination, bullying, harassment and victimisation where all members of its community are treated with respect and dignity. The school aims to create a culture of diversity within its community, providing a dynamic working and learning environment, where all members are valued for their contribution.

Our aim is to ensure that these commitments, reinforced by our values, are embedded in our day to day working practices with the school community.

The school is committed to proving equality of opportunity for all irrespective of:

- Age
- Disability
- Race or racial group (including colour, nationality and ethnic origin or national origins)
- Religion or belief
- Sex
- Marriage and Civil Partnership
- Gender reassignment
- Pregnancy and maternity
- Sexual orientation
- Caring responsibilities
- Social class, or
- Trade union activity.

Our aims are to promote equality of opportunity for all in line with the Public Sector Equality Duty, in line with Equality Act 2014 (Section 149):

- Complying with its legal obligation
- All our existing and potential service users are treated with dignity and respect
- Our partnership and contract arrangements promote equality of opportunity
- We will work with and between communities to help develop and strengthen relationships
- Our workforce will be reflective of all sections of society
- Ensuring that both existing staff and students, as well as those who seek to apply to work or study with us, are treated fairly and that individuals are judged solely on merit and by reference to their skills, abilities, qualifications, aptitude and potential
- Ensuring that all contractors and service providers operating on behalf of the school are aware of this policy and expected to adhere to it.

Direct discrimination
Direct Discrimination occurs when an individual receives less favourable treatment than another person in similar circumstances. This includes discrimination based on factual information, or the perception or assumptions relating to any of the above categories.
Examples of direct discrimination include:

- Failure to short-list any BME applicants even though they meet the relevant criteria.
- Refusing a woman a promotion because you are concerned that she might want to take time off to start a family in the future.
- Choosing not to give a female teacher a pay rise because she is pregnant
- Unfavourable treatment of an individual because they are suffering from cancer or are HIV positive.

Indirect discrimination
Indirect discrimination occurs when there's a practice, policy or rule which applies to everyone in the same way, places a group who share a characteristic at a particular disadvantage.
Examples of indirect discrimination include:

- Stipulating that people must speak clear fluent English where the job does not require verbal communication.
- Refusal to consider part time working hours.

Discrimination by association
Associative discrimination occurs when someone discriminates against someone because they associate with another person who possesses a protected characteristic.

- Unfavourable treatment because a person has homosexual friends or relations or because a person is married to someone of a particular religion.

Genuine occupational requirements
Indirect discrimination may on rare occasions be justifiable by law if it relates to a specific requirement of a job where race, sexual orientation, religion, belief or gender is a genuine occupational requirement for the job. For example, an advertisement for the post of Head Teacher at a Catholic school could reasonably state that candidates must be practicing Catholics.

If such a requirement cannot be justified by an organisation, it may be deemed unlawful. An employment tribunal may deem a finding of unlawful discrimination even though an employer has no intention to discriminate.

Application of the Policy

Recruitment and Selection

- Recruitment advertising will encourage applications from all sectors of the community reflecting the school's commitment to equality and diversity.
- Recruitment advertising will appear in publications appropriate to the audience capable of producing the best candidates
- Job descriptions, person specifications and recruitment advertisements will be written on the basis of the essential and justifiable requirements of the position.
- Shortlisting, appointment and rejection decisions will be transparent and justifiable and will be supported by written comments.

Staff Development

- All staff will have equal access to induction, personal and career development opportunities and facilities.

Appraisal

- Probation and appraisal procedures will be clear and transparent and will be applied fairly across all staff.
- Pay decisions will be in line with the Pay Policy and decisions made will be applied fairly across all Teaching staff including those on maternity leave. Guidance can be sought from the DfE recent guidance: Implementing your Schools approach to pay.

Disciplinary and Grievance

- Disciplinary and grievance procedures will be applied fairly and transparently for all staff;
- Allegations of discrimination, harassment or inappropriate behaviour will be dealt with under the appropriate disciplinary procedures for staff.

Implementation

The policy will apply to all staff employed by the Governing Body of the school.

The policy will also apply to all Governors, volunteers, contractors, job applicants, student placements, trainees and people holding honorary contracts with the school.

In the implementation of this policy the school will aim to:

- develop and promote a culture of equality and diversity throughout the school.
- develop and promote a culture of dignity, courtesy and respect.
- support all staff and students, including provision of relevant support relating to age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion and belief, sex and sexual orientation.
- work to prevent all forms of unlawful discrimination.
- deal with all forms of discrimination consistently and effectively.
- ensure that the Equality and Diversity policy influences and informs the culture of the school including the employment policies adopted and implemented by the school.

Role and Responsibilities

We all have a right to be treated fairly and with dignity and respect. Everyone has a responsibility for working together to promote a harmonious environment which eliminates discrimination and harassment.

Role of the Governing Body

- The Governing Body has responsibility for ensuring all the school policies promote and sustain equality and diversity in employment practices and the in the provision of the service.
- The Governing Body will ensure there are effective policies in place for managing recruitment and selection, appraisal, bullying and harassment and grievances and complaints.

Role of the Headteacher

- To promote equality and diversity throughout the school and ensure that colleagues are aware of their responsibilities and expectations with regard to their conduct. They will recognise the need for continuous professional development on issues of equality and diversity.

- To ensure that all customs and practices within the school adhere to the principles stated within this policy.
- To ensure that links with the Local Authority are maintained to keep up to date with current legislation and developments with regard to equality and diversity issues.
- To ensure that this policy is implemented effectively and that any contravention will be dealt with under the schools grievance and bullying and harassment policy, disciplinary policy and complaints policy as appropriate.
- Ensure staff know how to report discrimination, bullying and harassment and ensuring that reporting incident do not result in victimisation.
- Effectively manage and deal promptly with investigating issues relating to potential discrimination including complaints against employees.

Role of line manager

- Set a good example by treating all members of the school with dignity and respect.
- Address unacceptable behaviour and ensuring that all staff act in accordance with the equality and diversity policy providing necessary support and direction.
- Deal with complaints fairly, thoroughly, quickly and confidentially.
- Ensure that due consideration is given to equality and diversity within their sphere of influence.

Role of employee

- Every employee, irrespective of their job or position within the school, has an individual responsibility to treat others in a fair and non-judgemental manner and to promote positive attitudes and relationships.
- Not harass, abuse, intimidate others and victimise anyone as a result of them having complained about, reported or provided evidence of discrimination.
- Individual employees will be held accountable for their actions if they contravene the school's commitment to act as an equal opportunities employer and service provider. Any employee found guilty of unlawful discrimination or harassment will be subject to disciplinary action, including where appropriate, dismissal for gross misconduct.

Review

This policy will be subject to review in line with changes in employment law and related policies and procedures.

Complaints

Any cases of harassment, discrimination, bullying or victimisation will be taken very seriously by the school. Staff who make a complaint of discrimination have the right to do so without fear of victimisation and the school will make every effort to ensure victimisation does not occur and that complaints are dealt with promptly and fairly.

Where an individual feels that they have been treated unfairly in accordance with this policy, they have the right of complaint through the appropriate procedures:

- Where an individual employed by the school feels they have been discriminated against by an employee, manager or governor of the school, they should refer to the school's Grievance and Bullying and Harassment Policy.
- Where an individual is not employed by the school feels that they have been discriminated against by an employee, manager or governor of the school, they should refer to the School's Complaint Policy.

In both cases, schools should seek advice from HR Schools Team.

Appendix 1

Equality Impact Assessment

Equality, Diversity, Cohesion and Integration Screening

As a school via the public authority we need to ensure that all our strategies, policies, service and functions, both current and proposed have given proper consideration to equality, diversity, cohesion and integration. Please also take due regard of Equalities considerations

A **screening** process can help judge relevance and provides a record of both the **process** and **decision.** Screening should be a short, sharp exercise that determines relevance for all new and revised strategies, policies, services and functions. Completed at the earliest opportunity it will help to determine:

- the relevance of proposals and decisions to equality, diversity, cohesion and integration.
- whether or not equality, diversity, cohesion and integration is being/has already been considered, and
- whether or not it is necessary to carry out an impact assessment.

School:	**Chair of committee:**
Lead person:	**Contact number:**

1. Title:
Is this a: ☐ **Policy** **If other, please specify**

2. Please provide a brief description of what you are screening

3. **Relevance to equality, diversity, cohesion and integration**

All the school's policies affect service users, employees or the wider community – city wide or more local. These will also have a greater/lesser relevance to equality, diversity, cohesion and integration.

The following questions will help you to identify how relevant your proposals are.

When considering these questions think about age, carers, disability, gender reassignment, race, religion or belief, sex, sexual orientation and any other relevant characteristics (for example socio-economic status, social class, income, unemployment, residential location or family background and education or skills levels).

Questions	**Yes**	**No**
Is there an existing or likely differential impact for the different equality characteristics?		
Have there been or likely to be any public concerns about the policy or proposal?		
Could the proposal affect how services are organised, provided, located and by whom?		
Could the proposal affect our workforce or employment practices?		
Does the proposal involve or will it have an impact on ● Eliminating unlawful discrimination, victimisation and harassment ● Advancing equality of opportunity ● Fostering good relations		

4. Considering the impact on equality, diversity, cohesion and integration

If you can demonstrate you have considered how your proposals impact on equality, diversity, cohesion and integration you have carried out an impact assessment.

Please provide specific details for all three areas below (use the prompts for guidance).

- **How have you considered equality, diversity, cohesion and integration?**

(**think about** the scope of the proposal, who is likely to be affected, equality related information, gaps in information and plans to address, consultation and engagement activities (taken place or planned) with those likely to be affected)

- **Key findings**

(think about any potential positive and negative impact on different equality characteristics, , perception that the proposal could benefit one group at the expense of another)

- **Actions**

(think about how you will promote positive impact and remove/ reduce negative impact)

5. Governance, ownership and approval Please state here who has approved the actions and outcomes of the screening		
Name	**Job title**	**Date**

6. Publishing This screening document will act as evidence that due regard to equality and diversity has been given. For record keeping purposes a copy will be kept on file with a copy of the policy and one with the governor minutes.	
Date screening completed	
Date agreed at Governors	