

MICKLEY VILLAGE PRIMARY AND NURSERY SCHOOL
EQUAL OPPORTUNITY, DIVERSITY AND DISCRIMINATION POLICY



Revision History

REVISION	DATE	NAME	DESCRIPTION
1.0	07-05-24	Erika Thornhill	New policy

Approval History

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Equal Opportunity Diversity and Discrimination Policy

Different Drums and Different Drummers

"If I do not want what you want, please try not to tell me that my want is wrong.

Or if I believe other than you, at least pause before you correct my view.

Or if my emotion is less than yours, or more, given the same circumstances, try not to ask me to feel more strongly or weakly.

Or yet if I act, or fail to act, in the manner of your design for action, let me be.

I do not, for the moment at least, ask you to understand me. That will come only when you are willing to give up changing me into a copy of you.

I may be your spouse, your parent, your offspring, your friend or your colleague. If you will allow me any of my own wants, or emotions, or beliefs, or actions, then you open yourself, so that some day these ways of mine might not seem so wrong, and might finally appear to you as right – for me. To put up with me is the first step to understanding me.

Not that you embrace my ways as right for you, but that you are no longer irritated or disappointed with me for my seeming waywardness. And in understanding me, you might come to prize my differences from you, and far from seeking to change me, preserve and even nurture those differences."

Extract taken from: 'Please Understand me II', by David Keirsey and Marilyn Bates

Equal Opportunity Diversity and Discrimination Policy

1.1 Introduction - Policy statement

1. Our purpose as an organisation is to help people get quality legal services that tackle real needs. This is our contribution to making the justice system fair, accessible and affordable for all, and to combating social exclusion.

2. This purpose means that we must stand out as an employer in our commitment to equality and diversity. We aim to ensure fair and equal treatment for everyone within an organisation that values the variety of backgrounds, styles, perspective values and beliefs and where everyone has an equal right to dignity and respect. We will make sure that everyone knows clearly what is expected of him or her and how they can contribute to this vision. This policy sets out how we will make this vision a reality.

3. Discrimination is wholly unacceptable both in the workplace and in any work-related setting outside the workplace such as during business trips, business-related social events and any social gathering outside of the workplace where at least one other member of staff is present.

4. This policy looks specifically at equal opportunity, diversity and discrimination. Our aim to ensure that all staff are treated with dignity at work. Any member of staff wanting to raise a complaint relating to equality of opportunity, discrimination, bullying or harassment should refer to the Complaints Procedure.

1.2 Definitions of Equality, Diversity and Discrimination

Equality: A common misconception of equality, or treating people equally is that it means treating people the same. In fact, in order to treat people equally it is often necessary to treat people differently to ensure that everyone can benefit from the same / similar opportunities.

Diversity: Diversity refers to all the characteristics that make individuals different from each other. This may include characteristics or factors such as personality, work style, religion, race, ethnicity, gender, sexual orientation, age, disability, socio-economic status, educational attainment, and general work experience.

Discrimination: Discrimination happens when a person is treated less favourably because they are different from the majority because of their gender, race, disability, religion, sexual orientation or age. Discrimination can also occur if the working environment or arrangements make it significantly more difficult for a particular person to do their job because for example, of their disability or caring responsibilities and reasonable adjustments to remove or reduce this disadvantage are not made.

Some types of discrimination are:

1. Direct Discrimination - less favourable treatment on the grounds of a person's sex, race, marital status, religion or disability. This type of discrimination cannot usually be justified.
2. Indirect Discrimination - occurs when a requirement or condition is imposed with which a considerably smaller number of those of one sex, or of a particular racial group can comply, where this causes one or more individuals in that group a detriment, as a result. This kind of discrimination is unlawful unless it can be justified.
3. Less favourable treatment for a reason related to a person's disability, which cannot be justified. For example, not appointing a person with a visual impairment because they do not have a driving licence when driving is not an essential part of the job.
4. Failing to make reasonable adjustments for people who have a disability or for people who have caring responsibilities.
5. Victimisation – arises where an individual is given less favourable treatment than others in the same circumstances because he or she has made allegations or complaints of discrimination, bullying or harassment or provided information about such allegations or complaints, or is believed to intend to do so. This type of discrimination is unlawful.

1.3 Equality in our people policies and practices

Roles and Responsibilities

1. Wherever possible we will look creatively at new work patterns, employee practices and flexible working. We will explore job sharing and part-time working as a positive means of providing equality of opportunity. We will review the roles that people play to remove any discrimination or bias.

1.4 Recruitment & selection

Purpose

1. We will project a clear message on job advertisements that the Legal Services Commission (LSC) offers a career where success is based upon individual talents and abilities, and that everyone has an equal chance to make a difference and succeed.
2. Advertisements will be placed so as to reach a wide readership and, if appropriate, particular emphasis will be placed on encouraging applications from those who may be currently under-represented in the workforce.
3. Selection criteria and procedures will be regularly reviewed to ensure that they are relevant to the role that is being filled, and that no part of a campaign is discriminatory to either an individual or a particular group of candidates.

1.5 Training and Development

1. The criteria for selecting staff for training opportunities will be non-discriminatory and based upon an individual's development needs, potential, business need and the availability of appropriate work-related courses. Whenever practicable, training will be arranged so that all categories of staff, including those who have alternative working patterns, may benefit.
2. Where necessary, training will be tailored to meet the individual needs of staff with disabilities and appropriate facilities on training courses will be provided.
3. The school's programme of training courses will be designed to support the aims of our Equal Opportunity policy. Every effort will be made to understand the impact of equality and diversity throughout the range of courses that we offer.

1.6 Assessment and Feedback

1. Staff will undergo Performance Management (PM) annually through the Union agreed process. PM will be based on objective evidence of performance. There will be positive encouragement to discuss suitable opportunity for career development. The scheme will be reviewed regularly to ensure it remains non discriminatory.

1.7 Staff with disabilities

1. We will provide reasonable adjustments to a role to enable a member of staff with a disability to work with the maximum convenience and efficiency. This will be managed through our commitment to review the roles and responsibilities of staff.
2. If a member of staff becomes disabled or an existing disability worsens, wherever possible, we will make arrangements for the person to continue working. We may also utilise the services of an independent medical advisor who will give guidance and advice on the appropriateness of adjustments. This would be managed in line with our commitment to roles and responsibilities.

1.8 Redeployment and other policies

1. Selection for redeployment will be conducted in a manner, which avoids any direct or indirect discrimination. All our policies and benefits reflect our desire to promote equal treatment for all staff.

1.9 Monitoring

1. We aim to monitor employment, recruitment & selection, transfers, promotion, compensation, training and development and disciplinary, as well as grievance procedures.
2. For safeguarding procedures existing and potential staff will be invited to provide information, which will be held in strictest confidence. It will be used for statistical monitoring purposes only and have no impact on potential recruitment or employment within school.
3. Monitoring will provide one method of assessing the effectiveness of our policies and procedures. This may lead to alternative actions or policies, which better achieve the promotion of equal opportunities.
4. Our Equal Opportunity policy and practices are constantly reviewed through auditing procedures and are formally reviewed annually.

1.10 Communication

1. The details of this policy will be communicated to all current staff and new recruits. All job applicants will receive details of the policy on request. Where necessary, information will be made available in other formats, for example in large print or electronically.

2. What to do if you have experienced or witnessed any form of discrimination or less favourable treatment

If you feel that you have experienced or witnessed discrimination there are a number of options available to address the situation and help stop it from happening again. For guidance and information on this as well as information about who can support you, please refer to the Grievance Procedure under the Personnel Manual. Alternatively you can also speak in confidence to any member of the SMT or Governor or, Trade Union Representative.

2.1 Responsibility of managers and staff

All members of staff have a role in fulfilling the school's commitment to equal opportunities, maintaining a work environment that is productive and free from discrimination, bullying and harassment, and in treating colleagues, parents, outside agencies and children.

All members of staff at every level must:

1. Co-operate with any measures introduced to ensure equality of opportunity/diversity.
2. Report any suspected acts or practices of discrimination, harassment or bullying to a member of the SMT or Governing Body.
3. Not induce or attempt to induce others to practice unlawful discrimination, harassment or bullying.
4. Not victimise anyone as a result of them having reported or provided evidence of discrimination, harassment or bullying.
5. Not harass, bully, discriminate, abuse or intimidate others on account of their race, nationality, colour, ethnic or national origins, religion, sex, marital status, disability, sexual orientation, age, gender reassignment, work pattern, grade, or on any other grounds.

6. Ensure that they are familiar with the school's policies on Anti-Bulling, Harassment and Equal Opportunity Employment.

It is the responsibility of all staff to:

1. Ensure that the standards established by this policy are adhered to within their area of responsibility.
2. Set an example by their own behaviour.
3. Inform and advise staff on equality of opportunity / diversity issues.
4. Actively support the school's Equal Opportunities policy and initiatives.
5. Respond to breaches of this policy promptly and decisively.
6. Notify (Whistle blow) SMT of any individuals or behaviour that amounts to discrimination or harassment regardless of whether a complaint is made.
7. Ensure that all reports of discrimination, bullying and harassment are treated sensitively, confidentially, and objectively and in line with the school's Grievance Procedure.

Signed by:

Head Teacher

Date:

Signed By:

Chair of Governors

Appendix A: How to identify a Privately Fostered Child

It constitutes private fostering if:

- The adult is not a close relative (close relative is defined as sibling, aunt, uncle, grandparent and stepparent).
- The child has left home and has moved in with someone that the PR holder is happy for them to live with.
- The child is unaccompanied, under 16, seeking asylum and intends to live with someone within their extended family and friend network.
- The arrangement is expected to last continuously for over 28 days.
- The child is from another country and staying with a host family for 28 days or more.

It does not constitute private fostering if:

- The adult is a close relative.
- The arrangement lasts less than 28 days.

The law says:

- Parents must tell the local authority in writing, six weeks before it is due to start and 48 hours after it has begun

School and agency duties e.g. school, and health:

- Refer any possible private fostering arrangement into the local authority.
- Be aware of any possibility of trafficking.
- Clarify whether there is a genuine link to the carer and child.

The local authority must:

- carry out written assessments, visits, and reviews, similar to that of a looked after child.
- Contact and tell the parents if there are concerns about the arrangement before and during.

