



**Springwell**  
**School**  
SMILE • ACHIEVE • BELONG

## **Inclusion Equality Statement**

**This policy statement applies to all governors, staff, prospective staff, students and visitors to Springwell School.**

The governors and staff at Springwell School understand that it can be the case that certain groups or individuals are denied equality on the grounds of race, gender, marital status, caring responsibilities, disability, gender re-assignment, age, social class, sexual orientation and religion/ belief or any other factor irrelevant to the purpose in view.

On 1<sup>st</sup> October 2010, The Equality Act 2010 replaced all existing equality legislation. This act has consolidated all previously existing equality legislation.

We recognise that we have legal, moral and social responsibilities in the application of the above legislation.

This statement is in place because we are a people-led organisation that must always ensure we meet the needs of the community through fair and appropriate employment and development of the people who work and learn at Springwell School.

### **Key Points and Principles**

We are committed to taking positive steps to ensure that:

- all people are treated with dignity and respect, valuing the talents and abilities of all (and relevant to the needs of our children), regardless of race, gender, marital status, caring responsibilities, disability, gender re-assignment, age, social class, sexual orientation and religion/ belief or any other factor deemed irrelevant to the purpose in view.
- services are accessible, appropriate and delivered fairly to all and
- the mix of employees, pupils and governors is, as far as possible, representative of the community served.

## **1. Commitment**

Equality is central to the work of Springwell School.

We will treat all people with dignity and respect, valuing the equality of all. We will always do our utmost to ensure equality of opportunity. We will eliminate all forms of discrimination on grounds of race, gender, marriage and civil partnerships, pregnancy and maternity, caring responsibilities, disability, gender re-assignment, age, social class, sexual orientation, religion/ belief, irrelevant offending background or any other factor irrelevant to the purpose in view. We will tackle social exclusion, inequality, discrimination and disadvantage.

For this policy to be successful, it is essential that everyone is committed to and involved in its delivery. Our goal is to work towards a just society free from discrimination, victimisation, harassment and prejudice. We aim to embed this in all our policies, procedures, day-to-day practices and external relationships.

## **2. Aims/Objectives**

We aim to:

- provide services that are accessible according to need;
- promote and protect equality of opportunity education, employment and development;
- create effective partnerships with all areas and agencies of our community;
- sustain, regularly evaluate and continually improve our services to ensure equality principles and best practice are embedded in our performance;
- work together with the community to provide accessible and relevant services that responds to our children's needs;
- ensure staff that policies are fair and robust;
- challenge discrimination, harassment and victimisation and
- provide fair resource allocation.

Springwell School is compliant Section 149 of the Equality Act of 2010. Section 149 is up-to-date with all changes known to be in force on or before 25<sup>th</sup> September 2018. These changes indicate the details of how schools comply with The Act and include (though are not exclusive to) the fact that:

'(1) a public authority must, in the exercise of its functions, have due regard to the need to—

(a) eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act;

(b) advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it;

(c) foster good relations between persons who share a relevant protected characteristic and persons who do not share it;

(2) a person who is not a public authority but who exercises public functions must, in the exercise of those functions, have due regard to the matters mentioned in subsection (1);

(3) having due regard to the need to advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it involves having due regard, in particular, to the need to—

(a) remove or minimise disadvantages suffered by persons who share a relevant protected characteristic that are connected to that characteristic;

(b) take steps to meet the needs of persons who share a relevant protected characteristic that are different from the needs of persons who do not share it;

(c) encourage persons who share a relevant protected characteristic to participate in public life or in any other activity in which participation by such persons is disproportionately low;

(4) the steps involved in meeting the needs of disabled persons that are different from the needs of persons who are not disabled include, in particular, steps to take account of disabled persons' disabilities;

(5) having due regard to the need to foster good relations between persons who share a relevant protected characteristic and persons who do not share it involves having due regard, in particular, to the need to;

(a) tackle prejudice;

(b) promote understanding;

(6) compliance with the duties in this section may involve treating some persons more favourably than others; but that is not to be taken as permitting conduct that would otherwise be prohibited by or under this Act;

(7) The relevant protected characteristics are—

- age;
- disability;
- pregnancy and maternity;
- race;
- religion or belief;
- sex;
- marital/relationship status
- sexual orientation
- gender re-assignment (adults only) – cf Gender Re-assignment Act (2004)

(8) A reference to conduct that is prohibited by or under this Act includes a reference to—

(a) a breach of an equality clause or rule and/or

(b) a breach of a non-discrimination rule.

*Section 149 - The Equality Act of 2010*

### **3. Procedures**

#### **Responsibility for Implementation**

This policy statement covers the behaviour of all people employed by, learning in or using the services of Springwell School, and sets out the way they can expect to be treated. The overall responsibility for ensuring adherence to and implementation of this policy statement lies with the Governing Body.

#### **Method of Implementation**

This statement will be implemented by means of:

- ensuring that it is a condition of paid employment in Springwell School;
- ensuring that all stakeholders can access this statement via the school website and/or by requesting a paper copy from the school;
- monitoring the services, publicity and events provided by Springwell School, to ensure that they are accessible to all sections of the community and do not unnecessarily discriminate.

Objective	Rationale	Key Actions	Responsible Person	Timescale	Success Criteria
Springwell School has good relations between those who share a protected characteristic and those who do not share it	Continue to ensure children are aware and accepting of differences	<ul style="list-style-type: none"> <li>• Maintain and build upon established links within the local community</li> </ul>	Subject Co-ordinators and class teachers	July 26	Community Links maintained and extended
Ensure our Inclusion Equality Statement is up to date and implemented in full	Inclusion and equality is essential to the effectiveness of our school so that all children are able to thrive	<ul style="list-style-type: none"> <li>• Review the statement annually</li> <li>• Use all school self-evaluation activities to identify any non-compliance and act on it immediately</li> <li>• Accessibility Audit and Plan to be implemented</li> </ul>	ZW All staff, particularly leaders	Annually Ongoing (see SEF Calendar)	Statement shared with staff and published on website A fully inclusive education environment accessible to all
Promote Equality through resources	Continue to source resources which reflect the protected characteristics particularly disability which tend to be hard to come by and expensive	Subject Co-ordinators and class teachers to purchase appropriate resources with relevant budgets	ZW	Every 5 years or earlier if required	See detail in Accessibility Plan
			Subject Co-ordinators	Annually	Children are able to access an range of resources which support awareness of difference

