



Equality Policy

Planet Soccer/Sports7	
Policy: Equality Policy	
Policy Originator: M Sebo	Review Period: Annual
Status: Statutory	Next review Date: Sep 2023

EQUALITY POLICY

Rationale

Planet Soccer/Sports7 has a positive approach to ensuring equality, as defined in the Equality Act 2010. Our Equality Policy covers sex, race, disability, religion or belief, sexual orientation, staff who are pregnant, undergoing or have undergone gender reassignment.

Planet Soccer/Sports7 is a fully inclusive company

We have 6 full time employees and 7 part time staff. We are based in Surrey and Hampshire schools where pupils and staff come from a range of socio-economic backgrounds.

Equality of opportunity is a fundamental right for all members of the company. We are committed to developing the potential of all people associated with the company

The aim of this policy is to ensure that individual diversity is valued and that rights and beliefs are protected, respected and tolerated. In order to guarantee that this occurs, we must make it an integral part of our thoughts, words and deeds. This policy is intended to have a direct and positive impact on the ethos of our company.

We promote a culture of respect for all. We recognise the need to actively promote relationships between the various sections of society represented within the schools we work at. We are adapted to accommodate pupils with additional physical needs and are aware of all accessibility areas for wheelchairs in our schools.

Aims

- Our aim is to create an ethos which has equality for all at the heart of all we do. We seek to ensure that no pupils, staff, parents or carers or any other person who has contact with the company receives less favourable treatment on any grounds which cannot be shown to be justified.
- We aim to embrace the diversity of the community we serve and as such celebrate all groups represented within it. We will eliminate unlawful discrimination and harassment, promote equality of opportunity, and promote good relations and positive attitudes between all people in the company and beyond.
- Each pupil we coach should be held in equal esteem, but individual abilities and experiences should be taken into account. Pupils with special educational needs should have equal access to the sports we coach.
- We promote the principles of fairness and justice for all through the coaching that we provide in our schools. This policy applies to all pupils, staff, parent helpers, visitors or contractors to Planet Soccer/Sports7. All members of the company and schools we coach at must be free from any form of discrimination or harassment.
- We constantly strive to remove any forms of indirect discrimination that may form barriers to learning.
- We ensure that all recruitment, employment, promotion and training systems are fair to all, and provide opportunities for everyone to achieve.
- We challenge stereotyping and prejudice whenever it occurs. Care is taken to ensure that no discriminatory material is used.
- We show respect for all minority groups.

- We are aware that low self-image and ignorance can cause prejudice and stereotyping. Through positive educational experiences and support for each individual's point of view, we aim to promote positive social attitudes and respect for all..

Specific reference to groups covered within the Equality Act 2012:

Race:

Recognising ethnic diversity within the local community is an aim of the company to reflect the cultural diversity of the wider community and promote awareness and understanding.

- It is the right of all pupils to receive the best education our company can provide, with access to all activities organised by the company. We do not tolerate any form of behaviour that discriminates on the basis of race, colour and culture. All incidents of a racially motivated nature will be thoroughly investigated and reported to the schools we are in who will follow their procedures.

Religion or belief:

- It is the right of pupils, staff, parents and carers to not be treated differently on grounds of their religion or belief.

Pregnancy & Maternity:

- Protection for staff from discrimination or less favourable treatment because of pregnancy is new under the Equality Act 2010. Planet Soccer/Sports7 will ensure if a situation arises, that staff are given support and ensure quality provision is made in this instance.

Sexual Orientation:

- Planet Soccer/Sports7 follow a Citizenship and PSHE curriculum which support pupils to address and understand all forms/types of relationships.
- Staff are trained in addressing issues around homophobic bullying and given the skills to deal with it if it occurs within the classroom or around the school grounds.
- All incidents of homophobic bullying are taken seriously and reported to the senior staff at each school.
- Planet Soccer/Sports7 ensure that all gay, lesbian or bi-sexual pupils or the children of gay, lesbian or bi-sexual parents are not singled out for different or less favourable treatment from that given to other pupils.

Sex/Gender:

- As fully inclusive mixed gender schools, we ensure that pupils of one sex are not singled out for different or less favourable treatment given to other pupils.
- We recognise that some pupils may be transgender and we respect and support this.

Disability:

- The Act defines disability as when a person has a 'physical or mental impairment which has substantial and long term adverse effect on that person's ability to carry out normal day to day activities'. Some specified medical conditions, HIV, multiple sclerosis and cancer are all considered as disabilities regardless of their effect.
- The Act sets out details of matters that may be relevant when determining whether a person meets the

definition of disability. Long term is defined as lasting, or likely to last, for at least 12 months.

- We will not and do not treat a disabled pupil less favourably simply because that pupil is disabled.
- We will ensure that disabled pupils can play as full a part as possible in PE lessons and will make the reasonable adjustments to support this.
- We are committed to the equality of opportunity between disabled and able bodied people.
- We will eliminate discrimination that is unlawful as well as any harassment of disabled people that is related to their disability.

We will assess the individual needs of each child in consultation with their parents prior to their attending the club or camp, and will make reasonable adjustments to ensure that children can access our services and are made to feel welcome.

Where one-to-one support is required we will assist parents where possible, in accessing the funding required to provide the additional care.

Procedures:

Directors of the company are responsible for:

- Making sure the company complies with current equality legislation
- Making sure this policy and its' procedures are followed.
- Implementing the company's Equality Policy
- Ensuring staff are aware of the Policy contents
- Ensuring all appointment panels give due regard to this Policy, so that no one is discriminated against when it comes to employment or training opportunities and that all staff work in an environment that is free from harassment
- Monitoring all incidents of discriminatory nature.

Every member of staff takes responsibility to:

- Treat all members of the company and schools we work in with respect
- Constantly recognise the contributions made by every child within each school
- Ensure all incidents of a discriminatory nature are immediately challenged and recorded through the appropriate channels
- Log all racist incidents with each school
- Ensures they are aware of the background of all children they teach and that pupils are treated equally and with respect. We do not under any circumstance negatively discriminate against any child.

Monitoring, Reviewing & Assessing Impact:

The policy will be reviewed yearly in ensuring it is effective in eliminating discrimination, promoting access and participation, equality and good relations between different groups, and that it does not disadvantage particular sections of the community. Any pattern of inequality found as a result of impact assessment should be considered for future planning and decision making.

The Equality Act 2010 defines a disabled person as someone who has:

A physical or mental impairment which has a substantial and long-term effect on that person's ability to carry out normal day to day activities.

See Appendix 1 for further details

DEFINING DISABILITY (Appendix 2)

The disability discrimination duties and the planning duties are owed to all pupils who are defined by the DDA as being disabled. The DDA defines a disabled person as someone who has:

'a physical or mental impairment which has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.'

Definition of the terms:

- 'physical impairment' includes sensory impairments;
- 'mental impairment' includes learning difficulties and an impairment resulting from or consisting of a mental illness;
- 'substantial' means 'more than minor or trivial'; and
- 'long-term' is defined as 12 months or more.

Normal day-to-day activities

The test of whether an impairment affects normal day-to-day activity is whether it affects one of the following:

- mobility;
- manual dexterity;
- physical co-ordination;
- continence;
- ability to lift, carry or otherwise move everyday objects;
- speech, hearing or eyesight;
- memory or ability to concentrate, learn or understand;
- perception of risk of physical danger.

Mental and physical impairments

The definition includes a wide range of impairments, including hidden impairments such as dyslexia, autism, speech and language impairments, Attention Deficit Hyperactivity Disorder (ADHD). These are all likely to amount to a disability, but only if the effect on the pupil's ability to carry out normal day-to-day activities is substantial and long-term, as defined above. Some progressive conditions, such as cancer, multiple sclerosis and HIV/AIDS are included before they have an effect on the pupil's ability to carry out normal day-to-day activities.

Special educational needs and disability

The definition of SEND includes many, but not necessarily all, disabled children: a disabled child has special educational needs if they have a disability and need special educational provision to be made for them in order to be able to access the education which is available locally.

