



# **Slinfold CE Primary School & Pre-School** **Single Equalities Policy** **(including Race, Disability** **and Gender)**



## **Caring, learning, achieving....guided by God**

Every person in our school community has been made in the image of God and is loved unconditionally by God. Everyone is equal and we treat each other with dignity and respect. Our school is a place where everyone should be able to flourish in a loving and hospitable community. Each person in all their unique difference should be able to thrive, irrespective of physical appearance, gender, race, religion, ethnicity, socio-economic background, academic ability, disability, sexual orientation or gender identity.

We are committed to promoting the understanding of the principles and practices of equality – treating all members of our school community as individuals, according to their needs with an awareness of our diverse society and appreciating the values of difference. We actively seek to challenge discrimination and we promote an anti-bullying stance which makes clear the unacceptability of racist, disablist and homophobic, biphobic and transphobic bullying and language.

### **Legal Framework**

We welcome our duties under:

#### **1. The Equality Act**

This was introduced to ensure protection from discrimination, harassment and victimisation on the grounds of specific characteristics (referred to as protected characteristics). This means that schools cannot discriminate against pupils or treat them less favourably because of their sex (gender), race, disability, religion or belief, gender reassignment, sexual orientation or pregnancy or maternity.

Age and marriage and civil partnership are also 'protected characteristics' but are not part of the school provisions related to pupils.

#### **2. The Education and Inspections Act 2006**

To promote community cohesion.

#### **2. The Public Sector Equality Duty or General Duty**

The general duty requires that all public organisations, including schools should:

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act.
- Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it.
- Foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

#### **3. The Specific Duty**

The specific duty requires a designated public authority (which includes schools) to:

- Publish information to show compliance with the Equality Duty.
- Publish Equality objectives at least every 4 years which are specific and measurable.

We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of people with Disabilities, and the Human Rights Act 1998.

**4. In fulfilling the legal obligations and our intentions cited above, we are guided by nine principles:**

**Principle 1: All learners are of equal value**

We see all learners and potential learners, and their parents and carers, as of equal value:

- whether or not they are disabled;
- whatever their ethnicity, culture, national origin or national status;
- whatever their sex (gender);
- whatever their gender identity;
- whatever their religious or non-religious affiliation or faith background;
- whatever their sexual orientation.

**Principle 2: We recognise and respect difference**

Treating people equally (Principle 1 above) does not necessarily involve treating them all the same. Our policies, procedures and activities must not discriminate, but must nevertheless take account of differences of life-experience, outlook and background, and in the kinds of prejudice that people may face, in relation to:

- disability, so that reasonable adjustments are made;
- ethnicity, so that different cultural backgrounds and experiences of prejudice are recognised;
- sex (gender), so that the different needs and experiences of girls and boys, and women and men, are recognised;
- religion, belief or faith background;
- sexual orientation;
- gender identity;
- homophobic/transphobic/biphobic bullying and language.

(And as relevant, pregnancy/maternity, and in relation to employment; age and marriage/civil partnership).

**Principle 3: We foster positive attitudes and relationships, and a shared sense of cohesion and belonging**

We intend that our policies, procedures and activities should promote:

- positive attitudes towards disabled people, good relations between disabled and non-disabled people, and an absence of harassment of disabled people;
- positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, religious affiliation, national origin or national status, and an absence of prejudice-related bullying and incidents;
- mutual respect and good relations between boys and girls, and women and men;
- an absence of sexual, homophobic, and gender identity based harassment.

**Principle 4: We observe good equalities practice in staff recruitment, retention and development**

We ensure that policies and procedures should benefit all employees and potential employees, for example in recruitment and promotion, and in continuing professional development:

- whether or not they are disabled;
- whatever their ethnicity, culture, religious affiliation, national origin or national status;
- whatever their sex (gender) and sexual orientation;
- whatever their gender identity.

(And as relevant, in respect of pregnancy/maternity, age and marriage/civil partnership).

## **Principle 5: We aim to reduce and remove inequalities and barriers that already exist**

In addition to avoiding or minimising possible negative impacts of our policies, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist in relation to:

- disabled and non-disabled people;
- people of different ethnic, cultural and religious backgrounds;
- girls and boys, women and men;
- sexual orientation;
- gender identity.

(And as relevant, in respect of pregnancy/maternity, and in relation to employment; age and marriage/civil partnership).

## **Principle 6: We consult and involve widely**

We engage with a range of groups and individuals to ensure that those who are affected by a policy or activity are consulted and involved in the design of new policies, and in the review of existing ones. As appropriate, we consult and involve groups and individuals in relation to:

- disability;
- religion/belief;
- sexual orientation;
- sex (gender);
- gender identity;
- ethnicity.

## **Principle 7: Society as a whole should benefit**

We intend that our policies and activities should benefit society as a whole, both locally and nationally, by fostering greater social cohesion, and greater participation in public life of all groups and individuals in relation to:

- disability;
- religion/belief;
- sexual orientation;
- sex (gender);
- gender identity;
- ethnicity;
- age.

## **Principle 8: We base our practices on sound evidence and information**

We maintain and publish annually, the school policy on equality in relation to:

- disability;
- religion/belief;
- sexual orientation;
- sex (gender);
- gender identity;
- ethnicity.

## **Principle 9: Equality Objectives**

We formulate and publish at least every four years, specific and measurable objectives, in relation to the following according to priority and need:

- disability;
- religion/belief;
- sexual orientation;
- sex (gender);
- gender identity;
- ethnicity.

*The objectives which we identify take into account national and local priorities and issues, as appropriate. (see appendix 2)*

5. We recognise that the actions resulting from a policy statement such as this are what make a difference.

6. We revisit our equalities action plan annually within the framework of the overall school improvement plan and processes of self-evaluation.

7. We keep our equality objectives under review and report annually on progress towards achieving them.

## **The Curriculum**

8. We keep each curriculum subject or area under review in order to ensure that teaching and learning reflect the relevant principles set out in paragraph 4 above.

## **Ethos and Organisation**

9. We ensure the relevant principles listed in paragraph 4 above apply to the full range of our policies and practices, including those that are concerned with:

- pupils' progress, attainment and achievement;
- pupils' personal development, welfare and well-being;
- teaching styles and strategies;
- admissions and attendance;
- staff recruitment, retention and professional development;
- care, guidance and support;
- behaviour, discipline and exclusions;
- working in partnership with parents, carers and guardians;
- working with the wider community.

## **Addressing prejudice and prejudice-related bullying**

10. The school is opposed to all forms of prejudice which stand in the way of fulfilling the legal duties referred to in paragraphs 1–3:

- prejudice around disability and special educational needs;
- prejudice around racism and xenophobia, including that directed towards religious groups and communities, for example anti-Semitism and Islamophobia, and those that are directed against Travellers, migrants, refugees and people seeking asylum;
- prejudice reflecting sexism and homophobia;
- prejudice against gender identity issues.

11. Suspected prejudice-related incidents should be recorded on an Information Log (Appendix 1).

12. We continue to record and report incidents of Racism, and send this anonymised data in to the Local Authority on a termly basis. Within school, we also keep a log of all other prejudice-related incidents, and seek the support of the Local Authority in

addressing these incidents, and in providing support and suggesting resources to raise awareness and combat prejudice.

### **Roles and Responsibilities**

13. The Governing Body is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and action plans are implemented.

14. The Headteacher is responsible for implementing the policy; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination.

15. All members of staff are expected to:

- promote an inclusive and collaborative ethos in their classroom;
- deal with any prejudice-related incidents that may occur;
- plan and deliver a curriculum and lessons that reflect the relevant principles in paragraph 4 above;
- support pupils in their class for whom English is an additional language;
- keep up-to-date with equalities legislation relevant to their work.

### **Information and Resources**

16. We ensure that the content of this policy is known to all staff and governors and, as appropriate, to all pupils and their parents and carers.

17. All staff and governors have access to a selection of resources which discuss and explain concepts of equality, diversity and community cohesion in appropriate detail. Religious Observance.

18. We respect the religious beliefs and practice of all staff, pupils and parents, and comply with reasonable requests relating to religious observance and practice.

### **Staff Development and Training.**

19. We ensure that all staff, including support and administrative staff, receive appropriate training and opportunities for professional development, both as individuals and as groups or teams.

### **Breaches of the Policy**

20. Breaches of this policy will be dealt with in the same ways that breaches of other school policies are dealt with, as determined by the Headteacher and Governing Body. Monitoring and evaluation

21. We review the implementation of this policy, and make adjustments as appropriate.

22. In particular, we collect, analyse and use data in relation to achievement, broken down as appropriate according to disabilities and special educational needs, gender and as appropriate to our school population; ethnicity, culture, language, religious affiliation, national origin and national status

## **Features of this policy:**

The policy contains the following features:

- The term ethnicity is used in preference to race or racial group, on the grounds that it better reflects the intentions and concerns of race relations legislation;
- There are references where appropriate to religious affiliation and identity;
- There are references where appropriate to sexual identity and to challenging homophobia;
- The promotion of community cohesion is integrated into the policy, particularly but not only in the third of the nine principles;
- The phrasing at certain points reflects the specific duties required by the Equality Act 2010, in particular the duties to:
  - ❖ engage with interested groups and individuals (principle 6);
  - ❖ publish equality information (principle 8);
  - ❖ formulate and publish equality objectives (principle 9).

Agreed with Staff: Summer 2016

Agreed with Governors: Summer 2016

Updated to include equality objectives: December 2017

Last reviewed: Autumn 2020

Review of Equality objectives due: December 2021

## Appendix 1

	<b>Incident information log</b>
Pupil	
Adult	
Date/Time	
Location	
What Happened:	
Views of Pupils Involved:	
Views of Witnesses:	
Signed:	



## Appendix 2 Equality Objectives

### Equality Objectives 2017-2021

These equality objectives are linked to our school development plan and our setting. As a small school, we feel that we are able to personalise learning to individual children rather than focus on specific groups of which some groups may only include one child (ie in the relevant protected characteristics). Our data also tells us that there are no specific patterns over a three year trend in terms of groups (ie girls/boys/disadvantaged) and therefore we will address these objectives to ensure that each individual pupils needs are met. The school behaviour policy is written to reflect all children's needs.

<b>Duty Objective</b>	<b>School Objective</b>	<b>Action</b>	<b>Review of impact</b>
Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act	The needs of all our pupils are taken into account when developing policies and procedures.	Review and update the behaviour policy and reward and consequence systems over the course of 2018 and beyond.	
Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it	To continually consider how well the school ensures equality of opportunities for all pupils	Tracking each pupil through pupil progress meetings Personalised curriculum for all Equal opportunities to attend out of school activities eg Talented athlete days/Maths days/choir days out	
Foster good relations between persons who share a relevant protected characteristic and persons who do not share it	To promote cultural awareness including diversity and issues of equality through the teaching of SMSC and our Christian Values.	Teaching of new PSHE scheme (PSHE association) More focused Christian Values (18 to 6) Ensuring the curriculum addresses issues of ethnicity and diversity in their teaching Worship to include British Values and Christian Values together as well as other world religions and beliefs.	

Progress will be monitored annually and policy objectives updated every 4 years.