

2020

Policy Statement for Equality



Salesbury Church of England Primary
School
Equality Duty
10/02/2020

"Just as a body, though one, has many parts, but all its many parts form one body, so it is with Christ. For we were all baptised by one Spirit so as to form one body—whether Jews or Gentiles, slave or free—and we were all given the one Spirit to drink. Even so the body is not made up of one part but of many." 1 Corinthians 12:12-14

Equality Statement

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 value 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.

1. Legal framework

We welcome our duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age (as appropriate), disability, gender reassignment, race, religion, sex and sexual orientation.

We welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.

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.

This document is also based on Department for Education (DfE) guidance: [The Equality Act 2010 and schools](#).

2. Guiding principles

Our approach to equality is based on the following key principles which are reflected in our school vision in becoming the best we can be; becoming the change we wish to see.

- To develop the children's understanding of, and commitment to, the promotion of equality and the elimination of discriminatory practices and beliefs
- To deepen an understanding among all children and staff of the strengths and needs of all protected characteristic groups

- To continue to seek ways in which the culture, policies and practices within school can be further improved to advance equality and to eliminate discrimination
- To celebrate the rich variety of individual and group characteristics which constitute our school community, as well as the wider world.

3. Principles into Action

We provide some of the ways in which we seek to implement our moral and legal responsibilities to ensure equality within school.

This is by no means an exhaustive list. We believe that equal opportunities is an unquestionable principle, and these elements taken together are the basis on which we seek to demonstrate and promote this.

To develop the children's understanding of, and commitment to, the promotion of equality and the elimination of discriminatory practices and beliefs

- We model the British Values of respect and tolerance to all people, irrespective of characteristics, and we consider it our moral duty to promote and develop this understanding and good practice in the children themselves.
- We actively teach within PSHE, Philosophy, RE and special focus days such as Anti-bullying, Reflection Day and Prevent Day
- Reflection and Restoration are the behavioural tools used in response to behavioural incidents, local and community examples

To deepen an understanding among all children and staff of the strengths and needs of all protected characteristic groups

- We analyse the progress and attainment of all children in the school, including the progress and attainment of specific pupil groups. Where we identify significant variations between the children who share a protected characteristic, we then explore the reasons behind this. It is important to ensure that children in particular groups are not being inadvertently disadvantaged, but it is equally important not to assume that the discrepancy is necessarily a consequence of a particular characteristic however it provides an opportunity to investigate

To continue to seek ways in which the culture, policies and practices within school can be further improved to advance equality and to eliminate discrimination

- During any policy review, an access and equality question is raised so that any implications and considerations can be developed at the time
- Our curriculum is bespoke to the needs of our school community, this provides us with the scope to amend and adapt in respond to need
- We provide workshops and wellbeing experiences to support the children e.g. Relax, Lego Therapy, Nurture Group, Worry Boxes
- We procure resources that reflect our changing community and ensure books and images represent a diverse society
- We use a range of stories, art, scripture, poetry to represent a diverse society
- We seek to represent a diverse society within our staff including temporary, supply staff

To celebrate the rich variety of individual and group characteristics which constitute our school community, as well as the wider world.

- We ensure that our school members have allocated time to celebrate their own faith and culture, to attend medical appointments or to access professional emotional support
- We promote a culture in which parents feel comfortable to approach the school with concerns or difficulties

4. Roles and responsibilities

The governing board will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, pupils and parents, and that they are reviewed and updated at least once every four years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher

The equality link governor is Reverend Martin. He will:

- Meet with the designated member of staff for equality every six months and other relevant staff members, to discuss any issues and how these are being addressed
- Ensure they're familiar with all relevant legislation and the contents of this document
- Attend appropriate equality and diversity training
- Report back to the full governing board regarding any issues

The headteacher will:

- Promote knowledge and understanding of the equality objectives amongst staff and pupils
- Monitor success in achieving the objectives and report back to governors

All school staff are expected to have regard to this document and to work to achieve the objectives.

4. Eliminating discrimination

The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions. Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

Staff and governors are regularly reminded of their responsibilities under the Equality Act, for example during meetings. Where this has been discussed during a meeting it is recorded in the meeting minutes.

Staff receive training on the Equality Act as part of their induction at the start of each year, and all staff receive refresher training as appropriate. The Equality Statement is part of the Staff Handbook and Code of Conduct and is signed in agreement annually.

5. Fostering good relations

The school aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE, philosophy, citizenship and personal, social, health and economic (PSHE) education, but also activities in other curriculum areas. For example, as part of teaching and learning in English/reading, pupils will be introduced to literature from a range of cultures
- Collective Worship dealing with relevant issues and exploring Christian Values such as love, tolerance, peace, compassion and respect
- Working with our local community. This includes visits and visitors, to speak at assemblies, and organising school visits and activities based around the local community
- Encouraging and implementing initiatives - all pupils are encouraged to participate in the school's activities, such as sports clubs and extra-curricular activities.
- We have developed links with people, groups and agencies who have specialist knowledge about particular characteristics, which helps inform and develop our approach

6. Equality considerations in decision-making

The school ensures it has due regard to equality considerations whenever significant decisions are made. The school always considers the impact of significant decisions on particular groups. For example, when a school visit or activity is being planned, the school considers whether the visit:

- Coincides with any religious holidays
- Is accessible to pupils with disabilities
- Has equivalent facilities for all

The school implements an Equality Impact Assessment to show we have actively considered our equality duties and asked ourselves relevant questions. This is recorded at the same time as the risk assessment when planning school trips and activities.

7. Monitoring arrangements

The Governing Board of Salesbury School will update the equality information we publish at least every year alongside its interim objectives within the annual school development plan.

This document will be reviewed by the headteacher at least every 4 years.

This document will be approved by The Governing Board of Salesbury Church of England Primary School

8. Breaches of the policy

Breaches of this policy will be dealt with in the same way that breaches of other school policies are dealt with, as determined by the headteacher and governing body and in accordance with the most relevant policy and practice.