



As a church school, our vision is for each child to love learning and to have hope, confidence, wisdom and respect for all.

'Life in all its fullness' John 10:10

Equality Policy

Introduction

This policy ensures St Peter's Brafferton CE VA Primary School follows the legal requirements of the Equality Act 2010. It is the basis of our Christian ethos and values ensuring that our school is inclusive and respectful to all.

Legal framework

1. St Peter's Brafferton CE VA Primary School recognises its duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to the nine characteristics protected in law:
 - Age
 - Sex
 - Race
 - Marriage and Civil Partnerships
 - Pregnancy and Maternity
 - Gender reassignment
 - Disability
 - Sexual Orientation
 - Religion or belief.

In addition we include economic disadvantage within this policy, recognising that this has one of the most significant impacts on the achievement of children and young people.

2. We welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.
3. 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

Guiding principles

Our approach to equality is based on the following key 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 gender and gender identity

Adults in any capacity working in school: paid staff, governors, volunteers and parents and carers.

- whatever their religious or non-religious affiliation or faith background
- whatever their sexual identity
- whatever their economic or social background.

We therefore act to ensure that each and every member of the school community:

- experiences equality of opportunity
- feels a full and respected member of the school community
- has high expectations of themselves, their peers, staff, and others with regard to fair treatment
- develops an understanding of race, ethnicity and multiculturalism alongside an appreciation of their importance in Britain today
- develops an understanding and appreciation of disability and the contribution of disabled people in the community and UK
- develops an awareness of conscious and unwitting racism alongside the skills and confidence to challenge instances of racist behaviour, language and attitudes
- develops an awareness that disability can be both seen or unseen and that people with learning and other disabilities (eg autism, Aspergers syndrome) have the same rights to reasonable and appropriate adjustments as those with more obvious needs.

Principle 2: We recognise and respect difference.

Treating people equally 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 barrier and disadvantage which 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
- gender, so that the different needs and experiences of girls and boys, and women and men, are recognised
- religion, belief or faith background
- sexual identity
- economic or social disadvantage.

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, and an absence of sexual and homophobic 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 gender and sexual identity, and with full respect for legal rights relating to pregnancy and maternity.

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 between:

- disabled and non-disabled people
- people of different ethnic, cultural, social and religious backgrounds
- girls and boys, women and men.
-

Principle 6: We have the highest expectations of all our children.

All our policies and procedures are devised to ensure we always have the highest expectations of all our children.

The Curriculum

As part of our work to promote equality, we aim to ensure that within our educational provision children are offered opportunities to:

- Understand and celebrate diversity in all its forms;
- Learn about racial equality in a variety of curriculum areas (e.g. PHSCE, Science, RE, Art and English);
- Develop an understanding of global citizenship;
- Understand the power of language particularly relating to verbal abuse due to race, disability, sexual orientation or social standing;

- Develop an understanding of their rights, the rights of others, and their responsibilities to each other;
- Develop an understanding and appreciation of other religious beliefs and cultures;
- Recognise and challenge prejudice and discriminating attitudes and behaviour;
- Develop emotionally and intellectually with the personal qualities and attributes required to make a successful life in a diverse society.

Development of the policy

This policy was developed in consultation with the parents, staff, children and Governors of St Peter's Brafferton CE (VA) Primary School.

Links to other policies and documentation

We ensure that the principles listed above apply to all of our policies and practice including those that are concerned with:

- Pupils' progress, attainment and achievement
- Pupils' personal development and wellbeing
- Teaching styles and strategies
- Safeguarding
- SMSC and PSHE
- Admissions and attendance
- Staff recruitment, retention and professional development
- Care, guidance and support
- Special educational needs
- Behaviour, discipline and exclusions
- Bullying and addressing prejudice related bullying
- Working in partnership with parents, carers and guardians
- Working with the wider community

We also ensure that information about our responsibilities under the Equality Act are included in our school development plan, self-evaluation review, the school prospectus, school web site and newsletters.

Our actions

To eliminate discrimination, harassment and victimisation, we meet our legal duty and live out our guiding principles listed above by:

- Opposing prejudice and prejudice related bullying

- Taking account of equality with regards to the way the school provides facilities and services
- Taking account of equality with regards to attendance policies,
- Actively promoting equality and diversity and creating an environment of dignity and respect.
- Weaving a respect for diversity and the views of others into our curriculum so that it meets the needs of our school community.

To advance equality of opportunity between different groups, we meet our legal duty and live out our guiding principles listed above by:

- Being alert to and addressing the potential impact of any negative, prejudicial language or behaviour on particular pupils and groups of pupils throughout our curriculum and activities.

To foster good relations we meet our legal duty and live out our guiding principles listed above by:

- Preparing pupils to live well together, respect diversity and equality, challenge discrimination and prejudice and listen to and treat others with dignity and respect throughout our curriculum and activities.

Other ways we address equality issues:

- maintaining records of training relating to equalities and inclusion
- reviewing our school policies on a rolling programme with specific attention to equalities and inclusion.

Disseminating the policy

We ensure that this policy is known to all staff and governors, parents and carers and, as appropriate, to all pupils. This policy, our equality objectives and data are all available on our school website.

Roles and responsibilities

The Governing Body will:

- ensure that the school complies with all relevant equalities legislation;
- recommend all governors receive up to date training in all the equalities and SEND duties;
- designate a governor with specific responsibility for the Equality Policy;
- establish that the action plans arising from the policy are part of the School Development Plan;
- support the Headteacher in implementing any actions necessary;
- inform and consult with parents about the scheme;
- evaluate and review the policy every three years;

The Head Teacher will:

- ensure that staff and parents are informed about the Single Equality Scheme;
- ensure that the scheme is implemented effectively;
- manage any day to day issues arising from the policy whether for pupils or for the school as an employer;

- ensure staff have access to training which helps to implement the scheme;
- liaise with external agencies regarding the policy so that the school's actions are in line with the best advice available;
- monitor the scheme and report to the Governing Body at least annually, on the effectiveness of the policy;
- ensure that the SLT are kept up to date with any development affecting the policy/action plan arising from the scheme;
- provide appropriate support and monitoring for all pupils and specific and targeted pupils to whom the scheme has direct relevance, with assistance from relevant agencies

Parents/Carers will:

- have access to the policy;
- be encouraged to support the policy;
- have the opportunity to attend sessions to allow them to contribute to the development of the policy;
- have the right to a personalised approach to meeting additional needs and a right to have their views taken into account.
- have the right to be informed of any incident related to this scheme which could directly affect their child.

School Staff will:

- accept that this is a whole school issue and support the Equality policy;
- be aware of the Equality Policy and how it relates to them;
- make known any queries or training requirements
- know how to deal with incidents of concern, including all forms of bullying and how to identify and challenge bias and stereotyping;
- know procedures for reporting incidents of racism, harassment or other forms of discrimination;
- not discriminate on racial, disability or other grounds;
- keep themselves up to date with relevant legislation and attend training and information events organised by the school or LA;
- ensure that pupils from all groups are included in all activities and have full access to the curriculum;
- promote equality and diversity through teaching and through relations with pupils, staff, parents, and the wider community.

Pupils will:

- be encouraged to express their views and contribute where possible to the formulation of policies
- be made aware of any relevant part of the scheme, appropriate to age and ability;
- be expected to act in accordance with any relevant part of the scheme
- experience a curriculum and environment which is respectful of diversity and difference and prepares them well for life in a diverse society;
- understand the importance of reporting discriminatory bullying and racially motivated incidents;
- ensure the peer support programme within the school promotes understanding and supports pupils who are experiencing discrimination.

Visitors and contractors are responsible for complying with the school's Equality policy – non-compliance will be dealt with by the Headteacher.

Staff development and training

We ensure that all staff, including support staff, receive appropriate training and opportunities for professional development, both as individuals and as groups or teams. This includes regular whole staff training on relevant issues, and specific training from other agencies, such as the Diocese of York, North Yorkshire Local Authority, Swaledale Teaching Alliance and Stonewall.

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.

Monitoring and evaluation

All incidents which may have breached this Equality Policy will be dealt with no matter how trivial they may seem to be. Any incident will be recorded in a named book giving time, date, details etc. with recommended actions to be taken and sanctions imposed and how the situation is to be resolved and take the necessary action to prevent a recurrence.

Measures taken may involve:

Report to class teacher; Discussion/explanation of incident; Circle time activities/Worship time planned to discuss issues; Full report to head teacher; Letter to parents/guardians; Report to governing body; Report to LEA

The school evaluates and reviews our equality policy objectives every three years and equality data is published annually on our school website. This policy will be reviewed by the Governing Body every three years.

This policy was reviewed and agreed by the Governing Body of St Peter's Brafferton CE (VA) Primary School.

It will be shared via the school website at <https://www.st-peters-brafferton.n-yorks.sch.uk/policies/> Paper copies are available from the school office on request.

Date reviewed: Sept 25

Reviewed by: Full Governing Body

Date of next review: Sept 27

Reviewed: 2 yearly