



Pauntley C of E Primary School

Equality Policy

School Mission Statement Stepping out boldly with God

'Jesus said, follow me.' Matthew 9.9

Pauntley is an inclusive and caring school of choice. We are child-focussed, with core values to enable us all to follow Jesus's example and so flourish and contribute to the local community and the world God loves.

Rationale:

This Equality Policy for Pauntley CofE Primary School brings together all previous policies, schemes and action plans around equality including those that we had previously for Race, Gender and Disability. It includes all the protected characteristics covered under the Equality Act 2010 as well as other aspects which have the potential to discriminate against or to devalue any individuals within our community, including the Race Relations Act 1976, Disability Discrimination Act 1995, Gender Recognition Act 2004 and Sex Discrimination Act 1975.

We are further committed to the development of cohesive communities both within our school's physical boundaries and within our local, national and global environments. Our school embraces the aim of working together with others to improve children's educational and wellbeing outcomes, and notes the rights set out in the UN Convention on the Rights of the Child.

We seek to fulfil our moral duty to eliminate unlawful discrimination, advance equality of opportunity, foster good relations in connection with sex, race, disability, religion or belief, or sexual orientation, pregnancy status or gender assignment

Our Equality Policy is inclusive of our whole school community – pupils/students, staff, parents/carers, visitors and partner agencies – who we have engaged with and who have been actively involved in and contributed to its development.

The purpose of this Policy is to set out how our practice and policies have due regard to the need to:

– alleviate discrimination (direct discrimination, discrimination by association, discrimination by perception or indirect discrimination), harassment and victimisation;

- advance equality of opportunity and
- foster good relations between groups.

It explains how we aim to listen to and involve pupils, staff, parents and the community in achieving better outcomes for our children and young people. It relates to the nine equality strands from the Equality Act 2010 (and its Schedules). These are sometimes named Protected Characteristics. These strands are: disability; ethnicity (including Traveller groups); gender; gender identity and transgender; faith, religion and belief; marriage and civil partnership; sexual orientation (homophobia); pregnancy and maternity; age.

Both schools are mindful that any failure in compliance with the Equality Act 2010 and the Public Sector Duties could result in legal action against the Schools' governing board. We are aware that our responsibility for positive action does not stop when the children leave our school as we have a duty to make sure that our actions promote equality for pupils who are transitioning to a new school and those pupils who have already transitioned to a new school. The policy also applies to prospective pupils, not just those who are already registered with the school.

Our school within the wider context

Pauntley CofE Primary school is a smaller than average school with below average recorded social deprivation and low numbers of ethnic minorities.

Overall aims of our Equality Policy

- To eliminate discrimination, harassment and victimisation.
- To promote equality of access and opportunity within our school and within our wider community in order to achieve a cohesive community where children act respectfully towards each other and parents feel fully engaged in the school.
- To enhance a wider sense of community within the locality and within the wider world.
- To support 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.
- To ensure that every child is healthy, safe, able to enjoy and achieve in their learning and able to contribute to the wider community.
- To promote positive attitudes to difference and good relationships between people with different backgrounds, genders, cultures, faiths, abilities and ethnic origins.

Our approach

We seek to embed equality of access, opportunity and outcome for all members of our school community, within all aspects of school life.

We actively seek out opportunities to embrace the following key concepts:

- Shared Humanity.

Identifying commonality and shared values, aspirations and needs underpins our approach to equality. We value our fundamental similarities and universality

- Valuing difference and diversity.

We appreciate the richness within our differences and look for ways of celebrating and understanding them better

- Interdependence, interaction and influence.

We recognise that, as they evolve, distinct cultures, beliefs and lifestyles will impact on and inform each other

- Social cohesion within our school and within our local community
- Personal and cultural identity.

We will provide opportunities to explore and value the complexity of our personal and cultural identities

- Fairness and social justice.

We will develop our understanding of the inequality that exists in society and explore ways of individually and collectively promoting a more equitable society

The roles and responsibilities within our school community

Our Headteacher will:

- Ensure that staff, parents/carers, pupils/students and visitors and contractors are engaged in the development of and informed about the Equality Policy.

- Oversee the effective implementation of the policy ensure staff have access to training which helps to implement the policy.
- Develop partnerships with external agencies regarding the policy so that the school's actions are in line with the best advice available.
- Ensure that appropriate action is taken in cases of unlawful discrimination.
- Designate a specific member of senior member of staff to be responsible for coordinating implementation of this policy.
- Monitor that all school trips are accessible to all children and staff.

Our Governing Body will:

- Be responsible for ensuring that the school complies with legislation and that this policy and its related procedures and action plans are implemented.

Our pupils/students will:

- Understand how it relates to them, appropriate to age and ability
- Be expected to act in accordance with the Policy
- Be encouraged to actively support the Policy

Our school staff will:

- Be involved in the development of the Policy.
- Be fully aware of the Equality Policy and how it relates to them.
- Understand that this is a whole school issue, adhere and support the Equality Policy.
- Actively promote equality and inclusion in their classrooms, amongst colleagues and with visitors to the school.
- Plan and deliver lessons and curriculum that reflect these our key concepts.
- Deal with any prejudice-related incidents that may occur.
- Make known any queries or training requirements.
- Provide and analyse data that support better understanding of equality groups and any issues.
- Ensure all school trips are accessible to all children and staff.

Our Staff

We are opposed to all forms of prejudice that could act as a barrier to achieving our legal duties and a stronger, integrated community. These include: disability; special educational needs; racism and xenophobia; gender and transgender; religious groups and communities; travellers, migrants, refugees and people seeking asylum; sexism and homophobia.

We ensure that pupils cannot be victimised by something that is in relation to their parent/carer or sibling. It also applies to discrimination, victimisation or harassment by association (such as the pupil have parents who are in a same-sex relationship) or perception (such as excluding a pupil from an activity because it is thought that they are of a certain religion).

School will on occasion positively discriminate in favour of a pupil with a disability so that they can have the same advantages as other non-disabled pupils, as allowed by disability discrimination laws. School will also on occasion positively discriminate against groups of pupils who may have difficulties with equally accessing school, such as extra reading lessons for children who have had long term hospital visits, providing extra opportunities for children of disadvantaged families or providing extra equipment for children with access difficulties.

We comply fully with legislation which protects our staff (including teachers, teaching assistants, supervisors and student teachers) from discrimination based on the protected characteristics. With regard to disability, we make such reasonable adjustments as are necessary to prevent a disabled person being at a substantial disadvantage in comparison with people who are not disabled.

This includes discrimination in relation to recruitment, terms and conditions, promotions, transfers, dismissals, training and employment practices (such as dress codes) and disciplinary procedures. We make efforts to ensure that the diversity of our workforce reflects that of our local community and wider society. In accordance with the Equality Act we do not enquire about the health of an applicant until a job offer has been made or require job applicants to complete a generic 'all encompassing' health questionnaire as part of the application procedure.

We will ensure the safety and well-being of our staff and take seriously and act on incidents of harassment and discrimination recognising that our staff may be either victims or perpetrators.

Responding to prejudice based incidents

We interpret our duties positively; take the necessary actions to remove barriers to inclusion and work hard to ensure a safe, positive and inclusive environment.

We recognise that hate incidents or prejudice –based bullying behaviours are driven by negative assumptions, stereotypes or misinformation. These are then directed against an individual or group, based on difference (real or perceived), and linked to, for example, racism, homophobia, negative views of disabled people or sexism. We will take action to prevent, challenge and eliminate any such behaviour. We will dedicate time in each staff meeting, phase meeting and senior leadership meeting to discuss any possible incidents and take all incidents seriously.

We recognise that we as individuals and society often struggle with difference of any kind (perceived or actual), which can result in seizing upon the most visible sign of difference e.g. skin colour or disability.

We will record all hate incidents, discrimination and prejudice-based bullying which discriminate against children or adults in our school with protected characteristics. We will also log incidents of bullying related to special educational needs. We will use this information to identify trends and patterns, so that we have approaches in place to provide appropriate responses in terms of support for victims and their families, sanctions and support for perpetrators and their families and education for our children, young people and communities.

Through our school ethos and curriculum, we want our pupils/students to understand better the diversity that exists in society. We want to provide opportunities for them to explore the subtleties and complexities in order to prevent and respond to incidents and situations. We will address the experience, understanding and needs of the victim, the perpetrator, bystanders and the wider school community through our actions and responses.

Policy used in conjunction with: Safeguarding Policies; Curriculum Policies; Health and Safety Policies; Finance Policies; Admission Policy; Special Educational Needs Policy