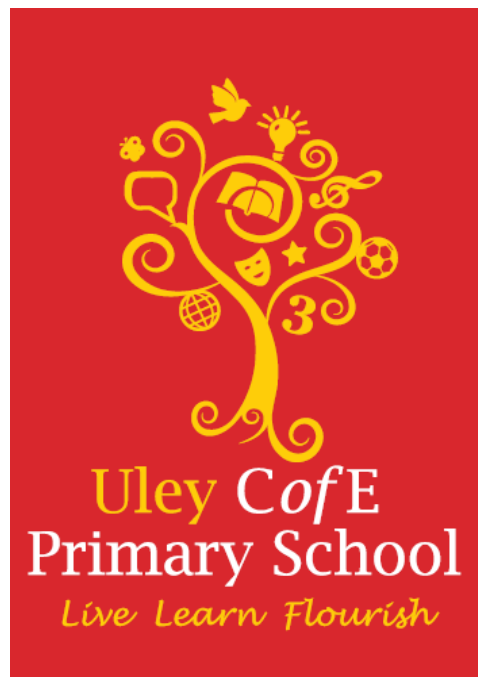


# ULEY C OF E PRIMARY SCHOOL



## EQUALITY POLICY AND OBJECTIVES

AUTUMN 2020




They are like trees that grow beside a stream that bear fruit at the right time and whose leaves do not dry up. They succeed in all they do. Psalm 1:3

## **Ethos Statement**







*We believe that everyone should be given the opportunity and encouragement to be the best that they can be. To this end, we strive to create the right environment, deliver the right content, and embrace new ideas. We apply our school values of trust, friendship, compassion and wisdom to enable every individual to flourish within a moral framework built on Christian values. We believe that this can only be achieved by developing partnerships between pupils, staff, governors, parents and the wider community.*

## **OUR SCHOOL VISION**

Live – Learn – Flourish

-  Live: at home, in school, and in our local community
-  Learn: about self, others, and our ever-changing world
-  Flourish: be the best we can be in all that we do

## **OUR SCHOOL MISSION**

-  We give all – pupils and staff – the opportunities and encouragement to be the best that they can be
-  We create an environment that has the right balance of challenge and support
-  We deliver a curriculum that is right for our school, inspiring and motivating all, and embracing new ideas
-  We apply our School Core Values of Trust, Friendship, Compassion and Wisdom in all that we do
-  We develop strong and effective partnerships between pupils, staff, governors, parents and the wider community
-  We strive to ensure that all flourish within a moral framework built on Christian values and the Diocesan vision “I have come that they may have LIFE, and have it to the full”.  
(John 10:10)

## **EQUALITY POLICY STATEMENT OF ULEY PRIMARY SCHOOL 2020**

At Uley Primary School we are committed to the inclusion of all pupils and community members. This includes equality of education and opportunity for all pupils, staff, parents and carers receiving services from our school, governors and other representatives who work with our school, irrespective of race, gender, disability, faith or religion or socio-economic background. We therefore:

- Believe that diversity is a strength, which should be reflected and celebrated by all who learn, teach and visit Uley Primary School.
- Tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes, creating an environment which champions respect for all.
- Provide an environment which enables every pupil to be safe and encourages health.
- Believe that every teacher is a teacher of every child or young person including those with Special Educational Needs or Disabilities (SEND).
- Value every individual and enable them to enjoy their learning, achieve their full potential and economic well-being.
- Enable every pupil to make a positive contribution to their school and community.
- Identify and respond to the diverse and individual needs of our community members.
- Identify and overcome potential barriers to learning.
- Set appropriate learning challenges for every pupil.
- Promote the development of staff to enable them to deliver an exciting, challenging and inclusive curriculum, whilst keeping abreast of local and national changes.

### **1. Introduction**

This document meets the requirements under the following legislation:

- The Equality Act 2010, which introduced the public sector equality duty and protects people from any form of discrimination
- The Equality Act 2010 (Specific Duties) Regulations 2011, which require schools to publish information to demonstrate how they are complying with the public sector equality duty and to publish equality objectives
- This document is also based on Department for Education (DfE) guidance: The Equality Act 2010 and schools.

The statutory requirements are for governing bodies of all maintained schools and academies to:

- draw up and publish equality objectives every four years;
- annually publish information demonstrating how they are meeting the aims of the general public sector equality duty
- draw up an accessibility plan and review this every three years

## **2. The legal framework**

We welcome our duties under:

1. The Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to the protected characteristics of;
2. The Public Sector Equality Duty to assess the impact of our policies and practices on staff and pupils and take action to remove any obstacles identified, having due regard to:
  - Eliminating unlawful discrimination, harassment and victimisation.
  - Advancing equality of opportunity between people who share a protected characteristic and people who do not share it.
  - Fostering good relations across all protected characteristics between people who share a protected characteristic and people who do not share it.

## **3. Guiding principles**

In fulfilling our statutory duties we are guided by seven principles.

### **Principle 1: All members of the school and wider community are of equal value**

We see all members of the school and wider community of equal value:

- whether or not they are disabled
- whatever their ethnicity, culture, national origin or socio- economic circumstances
- whatever their gender and sexual identity
- whatever their religious or non-religious affiliation or background
- whatever their age

### **Principle 2: We recognise and respect diversity**

Treating people equally does not necessarily involve treating them all the same. Our policies, procedures and activities must not discriminate, but are differentiated, as appropriate, to 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 and sexual orientation so that the different needs and experiences of girls and boys, women and men lesbian, gay, bisexual and transgender people are recognised;
- religion belief or faith background;
- sexual identity; and

- age (where appropriate).

**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, or national origin, and an absence of prejudice-related bullying and incidents;
- mutual respect and good relations between boys and girls, women and men, lesbian, gay, bisexual and transgender people and an absence of sexual and homophobic harassment; and
- promote positive intergenerational attitudes and relationships.

**Principle 4: We will ensure that the recruitment, retention and ongoing development of staff is undertaken in a fair and equitable manner to support our school's vision and values**

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, or national origin;
- whichever their gender and sexual identity and with full respect for legal rights relating to pregnancy and maternity; and
- whatever their age

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

In addition to avoiding or minimising possible negative impacts, 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 and religious backgrounds;
- girls and boys, women and men;
- lesbian, gay, bisexual and transgender; and
- age (where appropriate).

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

People affected by a policy or activity should be consulted and involved in the design of new policies, and in the review of existing ones. Where possible we consult and involve:

- disabled people as well as non-disabled;
- people from a range of ethnic, cultural and religious backgrounds;
- both women and men, and girls and boys;
- lesbian, gay, bisexual and transgender people; and
- people of different ages and generations.

### **Principle 7: We feel that the community 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:

- disabled people as well as non-disabled;
- people of a wide range of ethnic, cultural and religious backgrounds;
- both women and men, girls and boys,
- lesbian, gay, bisexual and transgender people; and
- people of different ages and between generations.

## **4. Practical application of these principles**

In the light of the principles stated above the following characteristics have been considered in order to identify practical objectives and plans of specific action:

- To promote cultural development and understanding through a rich range of experiences, both in and beyond the school
- To tackle prejudice and promote understanding in relation to people with disabilities and those of differing races, beliefs or religions, sexual orientation, age or gender
- To ensure that all pupils are given similar opportunities with regards to after-school clubs, activities and educational visits and experiences
- To allow equal access to information for all parents

## **5. The curriculum**

We will actively seek opportunities to review the curriculum in order to ensure that teaching and learning reflect the seven principles outlined above.

## **6. Training and development**

We will ensure staff and governors are offered the opportunity to engage in appropriate training and development to support the achievement of the seven principles.

## **7. Ethos and organisation**

We ensure that the principles listed above apply also to the full range of our policies and practices, including those that are concerned with:

- pupils' progress, attainment and assessment;
- pupils' and staff personal development, welfare and well-being;
- teaching styles and strategies;
- admissions and attendance;
- staff and governor 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;
- participation of groups in wider school activities; and
- preparing all members of the learning community for living and positively contributing to a diverse society.

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

The school is opposed to all forms of prejudice which stand in the way of fulfilling legal duties for all aspects of equality:

- prejudices related to disability and special educational needs
- prejudices related to racism and xenophobia, including those that are directed towards religious groups and communities, for example anti-semitism and Islamophobia, and those that are directed against Travellers, refugees and people seeking asylum
- prejudices reflecting sexism and homophobia

There is guidance in the staff handbook on how report any prejudice-related incidents and we take seriously our obligation to report any incidents to the local authority.

## **9. Roles and responsibilities**

- The governing body is responsible for ensuring that the school complies with current legislation, and that this policy statement and its related procedures and strategies are implemented.
- The Equality Governor or a member of the Governing Body is responsible for monitoring the implementation of this policy statement.
- The head teacher is responsible for implementing the policy statement; for ensuring that all staff, governors and visitors are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination.

- All staff members day-to-day responsibility for implementation of the policy statement.
- All staff are expected to:
  - promote an inclusive and collaborative ethos in their classroom
  - challenge and deal with any prejudice-related incidents that may occur
  - identify and challenge bias and stereotyping in the curriculum
  - support pupils in their class for whom English is an additional language
  - keep up-to-date with equalities legislation relevant to their work.
  - ensure that pupils have the opportunity to have their voices heard with regards to equality issues

## **10. Information and resources**

- The content of this policy statement is shared regularly with all staff and governors and, as appropriate, to all pupils and parents and carers.
- 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.

## **11. Religious observance**

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

## **12. Breaches of the policy statement**

Breaches will be dealt with through the relevant policies and procedures, for example the grievance or disciplinary policy

## **13. Monitoring and review**

- quantitative and qualitative data will be collected relating to the implementation of this policy and adjustments made as appropriate
- in particular achievement data, broken down as appropriate according to special educational needs and disabilities, ethnicity, language, religious affiliation, national origin, , gender and age ( as appropriate) will be analysed and used to inform objectives.

### **Publishing information on the school's public sector equality duty**

This policy is available electronically on the school website, in hard copy on request at the school office and in the staff handbook and governor induction packs.



**Date ratified: Spring 20**

**Review date: Summer 2021**

## Uley Primary School Equality Objectives

<b>Objective</b>	<b>Action</b>	<b>Timescale</b>
To do all we can to promote cultural development and understanding through a rich range of experiences, both in and beyond the school	Plan experiences, lessons, use resources that reflect the bigger picture	Ongoing
To tackle any prejudice should it occur and promote understanding in relation to people with disabilities and those of differing races, beliefs or religions, sexual orientation or gender	To challenge any prejudicial behaviour Reporting any prejudice to the appropriate authorities	Ongoing
To use performance data to monitor pupil achievement and respond to variations between groups of pupils, subjects, key stages and trends over time	To look at groups of children when analysing data to look for any variations	Ongoing
To raise the awareness and skills of staff to promote fairness, equality and good relations in the context of their role	To review the policy and objectives Raise awareness of equality act	Summer 20
To provide an environment that welcomes, protects and respects diverse people.	To review the environment to see if it demonstrates an ethos of respecting difference and diversity	Summer 20
To continue to raise awareness of the impact of bullying, especially where this relates to protected characteristics.	Annually through policy review and anti-bullying week but also through the curriculum and should anything arise	Ongoing
To monitor any incidence of policy breaches.	Any breaches recorded, investigated and resolved	Ongoing