

South Baddesley Primary School Equalities Policy

Introduction

We welcome our duties under the Equality Act 2010 as both a provider of education and as an employer.

We believe that all pupils and members of staff should have the opportunity to fulfil their potential whatever their background, identity and circumstances. We are committed to creating a community that recognises and celebrates difference within a culture of respect and co-operation. We appreciate that a culture which promotes equality will create a positive environment and a shared sense of belonging for all who work, learn and use the services of our school. We recognise that equality will only be achieved by the whole school community working together – our pupils, staff, governors and parents/carers.

This document outlines the principles which will guide our approach to working with our school community and enabling an open culture.

For staff and prospective staff, this policy should be read in conjunction with the school's Employment Equality Policy.

National and Legal Context

We recognise that we have duties under the Equality Act 2010 in relation to the school community to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age (applicable only to staff), disability, race, gender (including issues of transgender), maternity and pregnancy, religion and belief, sexual orientation and marital status (applicable only to staff).

We also recognise that we have a duty under the Education & Inspections Act 2006 to promote community cohesion, i.e. developing good relations across different cultures and groups.

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

School Context

This is a small church school set on the edge of the New Forest. There is a very strong sense of 'family' and the ethos of the school is centred around everyone being valued and having an important part to play.

The school's vision statement, 'strive and believe to shine' underpins all aspects of school life. The strong Christian values of kindness: kindness to ourselves, to others and to the world, are evident throughout the ethos and curriculum.

The school is located in a beautiful rural setting on land belonging to the Pylewell Estate. Excellent relations between the school, church and Estate have led to significant improvements in the learning environment.

The School Average IMD data ranks the school as above average nationally and just below average within the county. It shows that all children live in an area that is at least average socio-economically. Most pupils are of White British origin, speaking English as a first language. However there are a growing number of pupils attending the school who speak English as an additional language.

Some pupils at the school come from areas which contain both affluent and deprived parts which makes them appear to be average. Within one area there are local pockets of deprivation with clusters of families entitled to free school meals.

A few parents find it difficult to access the school, largely through lack of transport but for a few, as a result of previous experience in education. A significant number of children are out of catchment. An increasing number of children are Young Carers.

The overall school community is very diverse and each cohort can be very different. SEND numbers are also cohort specific. The current total of 14% SEN is a little above the national average. The attainment of pupils on entry is generally at least average across the areas of the profile and is above average in personal and social skills. Most pupils have few problems settling into school.

Principles

To fulfil our legal obligations, we are guided by a number of principles.

✓ All pupils, families and staff are of equal value

We see all pupils, potential pupils, their parents and carers, and staff 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
- Whatever their religious and non-religious affiliation or faith background
- Whatever their sexual orientation
- Whatever their marital status
- Whether they are currently pregnant or have recently given birth
- Whatever their age

✓ We recognise and respect difference

We recognise that treating people equally does not necessarily involve treating them all the same. We recognise that our policies, procedures and activities must not discriminate but must take account of diversity and the kinds of barriers and

disadvantage that staff, parents/carers or pupils may face in relation to their protected characteristics:

- Disability – we understand that reasonable adjustments may need to be made
- Gender (including transgender) – we recognise that girls and boys, men and women have different needs
- Religion and belief – we acknowledge that reasonable requests in relation to religious observance and practice may need to be made and complied with
- Ethnicity and race – we appreciate that all have different experiences as a result of our ethnic and racial backgrounds
- Age – we value the diversity in age of staff, parents and carers
- Sexual orientation – we respect that individuals have the right to determine their own sexual identity and that they should not experience disadvantage as a result of their preference
- Marital status – we recognise that our staff, parents and carers may make their own personal choices in respect of personal relationships and that they should not experience disadvantage as a result of the relationships they have
- Pregnancy and maternity – we believe that our staff, parents and carers should not experience any unfair disadvantage as a result of pregnancy or having recently given birth (*NOTE: Secondary schools should also include pupils within this section as this protected characteristic applies to pupils as well*)

✓ **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 and interaction between groups and communities different from each other
- an absence of harassment, victimisation and discrimination in relation to any protected characteristics

✓ **We observe good equalities practice in relation to staff**

We ensure that our policies and practices for all staff and potential staff throughout the employment lifecycle, i.e. from recruitment through to the cessation of employment and beyond, are applied fairly and consistently across all groups with full respect for legal rights, taking into account aspects applicable to particular groups (e.g. duty to make reasonable adjustments for disabled staff).

✓ **We aim to reduce and remove inequalities and barriers that already exist**

We intend that our policies, procedures and activities avoid or minimise any possible negative impacts and we aim to reduce inequalities that exist between groups and communities different from each other.

✓ **We consult and involve to ensure views are heard**

In our development of policies, we engage with groups and individuals, including pupils who are affected by a policy or activity to ensure that their views are taken into account. For policies and activities affecting pupils, we will take account of views expressed at school council; for parents, through parent governor representation and for staff, through staff governor representation. Where necessary, we will consult more widely with specific groups.

✓ **We aim to foster greater community cohesion**

We intend that our policies, activities and curriculum offer foster greater social cohesion and provide for an equal opportunity to participate in public life irrespective of the protected characteristics of individuals and groups.

✓ **We base our practices on sound evidence**

We maintain and publish information annually to show our compliance with the public sector equality duty, set out under section 149 of the Equality Act 2010. Our current equality information can be found in Appendix A to this policy statement.

✓ **We set ourselves specific and measurable equality objectives**

We develop and publish specific and measurable objectives every four years based on the evidence that we have gathered (principle 8) and the engagement we have been involved in (principle 7).

The objectives can be found in Appendix B to this policy statement and take into account both national, county and school level priorities.

We will set ourselves new objectives every four years, but keep them under review and report annually on progress towards achieving them.

Application of the principles within this policy statement:

The principles outlined in the policy statement will be applied and reflected in:

- The delivery of the school curriculum
- The teaching and learning within the school
- Our practice in relation to pupil progress, attainment and achievement
- Our teaching styles and strategies
- Our policies and practice in relation to admissions and attendance
- Our policies and practice in relation to staff
- Our care, guidance and support to pupils, their families and staff
- Our policies and practice in relation to pupil behaviour, discipline and exclusions
- Our partnership working with parents and carers
- Our contact with the wider school community

Addressing prejudice and prejudice-related bullying

The school is opposed to all forms of prejudice including, but not limited to prejudice related to protected characteristics. We will ensure that prejudice-related incidents in relation to staff and pupils are recorded and dealt with appropriately.

Roles and responsibilities

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 and that arrangements are in place to deal with any concerns or unlawful action that arises.

The headteacher is responsible for implementation of this policy, ensuring that all staff are aware of their responsibilities and given appropriate training and support and for taking appropriate action in any cases of unlawful discrimination, harassment or victimisation.

All staff are expected to work in accordance with the principles outlined in this policy to:

- promote an inclusive and collaborative ethos in their practice
- deal with any prejudice-related incidents that may occur
- plan and deliver curricula and lessons
- support pupils in their class who have additional needs

Date approved by the Governing Body: September 2022

Date for policy review: September 2026

Equalities Information

Appendix A

We recognise that the public sector equality duty has three aims, to:

- eliminate unlawful discrimination, harassment and victimisation and other conduct under the Act
- advance equality of opportunity between people who share a protected characteristic and those who do not
- foster good relations between people who share a protected characteristic and those who do not

We have considered how well we currently achieve these aims with regard to the protected groups under the Equality Act (race, disability, gender, gender re-assignment, age, pregnancy and maternity, marital status, sexual orientation, religion and belief and sexual orientation).

We have also involved staff, pupils, parents and others in the following ways:

- *parent questionnaires*
- *staff survey*
- *contact with parents representing pupils with particular protected characteristics*
- *contact with the local community and disability organisations*

Qualitative information

The school has published various policies on the school's website:
www.southbaddesley.hants.sch.uk.

These policies evidence the school's commitment to the principles outlined in this policy and the public sector equality duty.

All staff at SBS complete annual Safeguarding Training and attend briefings related to safeguarding. In these briefings all school policies are shared and staff know how to find and use these policies.

We use parent and pupil questionnaires as part of its equalities monitoring.

We offer a broad and balanced curriculum making strong links with the wider world in order to promote an understanding of cultural diversity, similarities and differences. As part of this rich curriculum, we focus on the use of high-quality literature to promote global awareness, friendship, an understanding of rights and responsibilities and understanding different viewpoints.

Our RE curriculum is good. At this school we learn about Christianity and Judaism at KS1 and in KS2 we learn about Christianity, Hinduism and Buddhism.

The school has also published other information relevant to equalities on the equality pages of the school internet site Parent's Page of our website. This information includes notes of relevant governor and staff meetings and details of current initiatives which the school is undertaking in respect of equalities."

Date of publication of this appendix: September 2022

Date for review and re-publication: September 2023

Equality Objectives

Appendix B

We recognise that the public sector equality duty has three aims, to:

- *eliminate unlawful discrimination, harassment and victimisation and other conduct under the Act*
- *advance equality of opportunity between people who share a protected characteristic and those who do not*
- *foster good relations between people who share a protected characteristic and those who do not*

We have considered how well we currently achieve these aims with regard to the protected groups under the Equality Act (race, disability, gender, gender re-assignment, age, pregnancy and maternity, marital status, sexual orientation, religion and belief and sexual orientation).

We have also involved staff, pupils, parents and others in the following ways:

- *parent questionnaires*
- *curriculum evenings and workshops*
- *involvement of the student ambassador schemes*
- *staff surveys*

Having referred to and analysed our equality information, we have set ourselves the following objective(s):

Objectives:

To promote understanding, tolerance and kindness with other groups, cultures and societies through the use of high-quality literature.	<ul style="list-style-type: none">• Check the range of literature used throughout the curriculum.• Engage pupils in reading challenges that expand and deepen their understanding of the world.
To use the Oxfam Progression of Global Citizenship to promote a deep understanding of shared cultures, communities and values.	<ul style="list-style-type: none">• Include the world driver in wider curriculum planning.• Monitor experiences and outcomes in relation to this curriculum driver and make recommendations for improvement.
To ensure that all pupils are given similar opportunities with regards to extra curricular activities.	<ul style="list-style-type: none">• Check for wide participation in sporting activities.• Offer subsidised places to extra curriculum activities.• Support pupils with EHCPs to participate in after school activities.

To continue to ensure that the school environment is accessible as possible to all pupils, parents and visitors.

- Continue to adapt provision within classroom environments for children of different abilities.
- Adapt classroom environments to provide sensory breaks and calm zones.
- Prepare pupils for classroom access through images and clear communications.

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