



Westbury-on-Severn
CE Primary School

Westbury-on-Severn Church of England Primary School Equality Policy

Policy reviewed and agreed	December 2022
Policy due for review	December 2023

1.0 Introduction

- 1.1.1 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.

This policy reflects the Equality Act 2010 which harmonises and replaces previous legislation including the Race Relations Act 1976, Disability Discrimination Act 1995, Gender Recognition Act 2004 and Sex Discrimination Act 1975. The policy therefore supersedes all previous school policies on Disability, Ethnicity (i.e., Race) and Gender. Through this policy, Westbury-on-Severn C of E Primary School will fulfil its public duty to have due regard to the need to eliminate unlawful discrimination, advance equality of opportunity, and foster good relations in connection with disability, ethnicity, gender, religion, sexual identity, and where appropriate, age (applicable to employees only). The guiding principles in this policy refer to all individuals and therefore are equally applicable to pupils, staff, governors in addition to visitors to Westbury-on-Severn C of E Primary School.

- 1.1 As a Church of England School, we identify Christian values that underpin the whole of our community. These values inform our school's vision, aims and ethos, the design of our curriculum, all policies, planning and the school's management and governance.

2.0 Legal framework

- 2.1 Duties as identified in the Equality Act 2010 and its Schedules. There are nine equality strands (known as Protected Characteristics):
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.
Each relates to direct discrimination, discrimination by association, discrimination by perception, indirect discrimination; harassment and victimisation.
Westbury-on-Severn C of E Primary School welcomes our duties in respect of the Act and seeks to be a fully inclusive school with compassion and respect at the heart of all we do.
- 2.2 **It should be noted that all schools have a duty to comply with the Equality Act 2010 and the Public Sector Duties. Failure to do so could result in legal action against the school's Governing Board. Employees of the school acting on behalf of the Governing Board are also liable for their own discriminatory actions.**
- 2.3 Westbury-on-Severn C of E Primary School is mindful of the Public Sector Equality Duty which came into force on 5 April 2011 and will publish relevant information on the school's website.

3.0 Good Practice

- 3.1 We strive to achieve a cohesive community and expect that children, staff, parents, governors and visitors to the school actively respect one another and behave with respect towards one another at all times.
- 3.2 We aim to enhance a wider sense of community locally, as well as in the context of the UK and the World communities.
- 3.3 Aswell as actively supporting the Equality Act, we 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**. Through our policies and actions we undertake to ensure that every child and young person is healthy, safe, is able to enjoy and achieve in their learning experience and is able to contribute to the wider community.
- 3.4 We log all incidents related to prejudice on our online safeguarding system **My Concern**. We monitor and log incidents that discriminate against children and young people or adults in our school, particularly those with protected characteristics, and follow these up with a conversation with all involved, including parents.

4.0 Guiding principles

- 4.1 In fulfilling the legal obligations and establishing our school ethos, we are guided by nine principles:

4.2 Principle 1: *All learners are of equal value*

We see all learners and potential learners, and their parents and carers, as of equal value.

4.3 Principle 2: *We recognise and respect difference*

Treating people equally (Principle 1 above) does not necessarily involve treating them all the same. 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 disability, so that reasonable adjustments are made.

4.4 Principle 3: *We foster positive attitudes and relationships and a shared sense of cohesion and belonging*

Policies, procedures and activities promote pupils' spiritual, moral, social and cultural development, with special emphasis on promoting equality and diversity, and eradicating prejudicial incidents for both pupils and staff. Our school is committed to not only eliminating discrimination, but also to actively increasing our understanding and appreciation for diversity.

4.5 Principle 4: *We observe good equality practice in staff recruitment, retention and development*

Policies and procedures benefit all employees and potential employees, for example in recruitment and promotion and in continuing professional development.

4.6 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 equality groups, for example in our accessibility arrangements.

4.7 Principle 6: *We consult and involve 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.

4.8 **Principle 7: *We address prejudice and prejudice-related bullying***

We oppose all forms of prejudice which stand in the way of fulfilling the legal duties listed above. We do not shy away from tackling prejudice related bullying amongst all members of our school community (staff, pupils, parents, governors, visitors) and log all incidents of this nature.

4.9 **Principle 8: *Society as a whole should benefit***

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 all equality groups.

4.10 **Principle 9: *Objectives***

We formulate, publish and review specific and measurable equality objectives, based on the evidence we have collected annually.

5.0 **Arrangements, Roles and Responsibilities**

5.1 The equality objectives for Westbury-on-Severn will be set out formally and will be reviewed annually, and refreshed on a four year cycle.

5.2 The equality employment information will be monitored and reported to the Governing Board on an annual basis.

5.3 **Curriculum**

5.3.1 Curriculum information will also be evaluated by looking specifically at equality groups in addition to the standard analysis conducted by the school and adjustments as appropriate to ensure that equality groups are supported positively. This is actively underpinned by our Curriculum Driver of **Diversity**, where we recognise that, as a community of predominantly White British pupils, representation of other social and cultural groups is necessary to promote tolerance and understanding.

5.3.2 All other data relating to whole school monitoring will encompass scrutiny of equality information so that groups are supported positively.

5.4 **Staff and Governors**

5.4.1 The Governing Board is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and action plans are implemented.

5.4.2 The designated governor is responsible for monitoring the implementation of this policy.

5.4.3 The Head teacher is responsible for implementing the policy; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination.

5.4.4 All staff are expected to:

- adhere to this policy;
- promote equality and inclusion in their classrooms, amongst colleagues and with visitors to the school;
- log and deal with any prejudice-related incidents that may occur or refer them to the Headteacher if support is required;
- plan and deliver curricula and lessons that reflect our Guiding Principles and our curriculum driver of Diversity;
- attend appropriate training that enables Westbury-on-Severn C of E Primary School to keep up-to-date with equality issues

5.4.6.1 All staff and Governors will exercise their Safeguarding responsibilities in relation to equality matters and ensure that any bullying or challenging of Human Rights is addressed immediately.

6.0 Westbury-on-Severn C of E Primary School is opposed to all forms of prejudice that could act as a barrier to achieving our legal duties and a cohesive community. These include prejudice relating to:

- Sex.
- Age.
- Race.
- Disability.
- Religion or belief.
- Sexual orientation.
- Gender reassignment.
- Pregnancy or maternity.
- Marriage and civil partnership.
- Economic disadvantage

Equality Objectives 2021- 2025

The Governing Board have set the following Equality Objectives for the four academic years commencing September 2021. These will be monitored by the Governing Board regularly, and reviewed at least annually in the summer term.

1. To ensure that all pupils make progress including vulnerable groups so that the progress across the curriculum of disadvantaged pupils, those with special educational needs is improving towards that of other pupils with the same starting points so that gaps between them are diminishing.
2. To deliver a curriculum (including extra-curricular activities) that actively promotes social justice and ensures all children are able to become successful adults in terms of being able to gain employment, live healthy lifestyles, be spiritually aware, be moral citizens and have the confidence to grasp opportunities to extend their horizons.
3. To deliver a curriculum that celebrates diversity.
4. To ensure the school environment is as accessible as possible to pupils, staff and visitors to the school.