



ANDOVERSFORD PRIMARY SCHOOL

Equality Policy

2019

Date Ratified:

Signed on Behalf of the Governing Body:

Chair of Governors

Date for Review: June 2020

ANDOVERSFORD PRIMARY SCHOOL

Equality Policy 2019

At Andoversford Primary School, we promote community cohesion, by working towards a society in which there is a common vision and sense of belonging by all communities; where diversity is valued and appreciated; where similar life opportunities are available to all and where strong and positive relationships exist and continue to be developed in schools, the workplace and the wider community.

Legal duties

We welcome our duties under the Equality Act 2010. We seek to create a community without any type of discrimination, harassment or victimization and to promote positive awareness of the Protected Characteristics.

In our school, we fulfil our duties under the following legal frameworks:

- Education and Inspections Act 2006
- Equality Act 2010
- Public Sector Equality Duty

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.

Guiding Principles

Principle 1: All learners are of equal value

We see all learners and potential learners as of equal value:

- whether or not they are disabled
- whatever their ethnicity, culture, religious affiliation, national origin or national status
- whichever their gender identity
- whatever their sexual orientation

We will consider how each decision and policy may affect pupils with different protected characteristics to help identify priorities specific to them.

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, so that the different needs and experiences of everyone are recognised

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 everyone, and an absence of sexual or homophobic harassment

Principle 4: We observe good equalities practice in staff recruitment, retention and development

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 identity
- whatever their sexual orientation
- whatever their role in the school

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

The school is trying to eliminate potential discrimination in the way it operates and the curriculum that is offered to all pupils. 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
- people of different gender identities
- people with different sexual preferences

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. We involve as many people as possible when reviewing policies.

Principle 7: Society 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
- people of different gender identities
- people with different sexual preferences

How We Make A Difference

We recognise that the actions resulting from a policy are what make a difference. Each year we draw up a School Development Plan setting out the specific actions and projects we shall undertake, implementing the principles described above.

Ethos and organisation

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

- the design of our curriculum
- learners' progress, attainment and assessment
- learners' personal development, welfare and well-being
- teaching styles and strategies
- admissions and attendance
- staff 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.

Addressing Prejudice and Prejudice-Related Bullying

The school does not tolerate any form of prejudice, including:

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

The school follows Local Authority guidance on how all prejudice-related incidents should be identified, assessed, recorded and dealt with. We take seriously our obligation to report regularly to the Governing Board about the numbers, types and seriousness of prejudice-related incidents at our school and how they were dealt with.

The risk of radicalisation is managed according to 'The Prevent Duty' (June 2015) within the Safeguarding Policy.

Roles and Responsibilities

The Governing Board is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and strategies are implemented. The Governing Board ensure that the policy is reviewed annually and the Equality Objectives are reviewed at least every four years. To review good practice we make use of a range of auditing mechanisms, including Equality Impact Assessment.

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.

All staff are expected to:

- promote an inclusive and collaborative ethos in their classroom
- deal with any prejudice-related incidents that may occur
- identify and challenge bias and stereotyping in the curriculum
- keep up-to-date with equalities legislation relevant to their work

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.

Breaches of the Policy

Breaches of this policy will be dealt with in the same ways that breaches of other school policies are dealt with, as determined by the Head Teacher and Governing Board with support from the Local Authority as necessary.