

# Learning for life in all its fullness

I have come that they may have life.....in all its fullness

John 10.10

## SINGLE EQUALITY POLICY



This policy should be taken and used as part of Bishop Henderson Church of England Primary School's overall strategy and implemented within the context of our vision, instrument of government aims and values as a Church of England school.

<b>Status</b>	
<b>Date agreed by governors</b>	<b>February 2022</b>
<b>Next review</b>	<b>July 2023</b>

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## 1. Legal Duties

1.1 As a school, the Staff and Governors welcome our duties under the Equality Act 2010. The general duties are to:

- eliminate unlawful discrimination, harassment and victimisation
- advance equality of opportunity
- foster good relations

1.2 We understand the principle of the Act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity.

A protected characteristic under the Act covers the groups listed below:

- age (for employees not for service provision)
- disability
- race (ethnicity)
- sex (gender)
- gender reassignment
- maternity and pregnancy
- religion or belief,
- sexual orientation
- Marriage and Civil Partnership (for employees)

1.3 In order to meet our general duties, listed above, the law requires us to carry out some specific duties to demonstrate how we meet the general duties. These are to:

- Publish equality information – to demonstrate compliance with the general duty across its functions (**We will not publish any information that can specifically identify any person**)
- Prepare and publish equality objectives

1.4 To do this we will collect data related to the protected characteristics above and analyse this data to determine our focus for our equality objectives. The data will be assessed across our core provisions as a school. This will include the following areas:

- Admissions
- Attendance
- Attainment
- Exclusions
- Prejudice related incidents

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- 1.5 Our objectives will detail how we will promote equality in some or all of these areas. However where we find evidence of significant inequalities for any particular group in other areas we may include objectives to address these.

We also welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.

We recognise that these duties reflect international human rights standards as expressed in 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.

- 1.6 In fulfilling our legal obligations we have adopted the seven principles adapted from those chosen by the DCSF in their Single Equality Scheme: [Full descriptions of these Principles appear as Appendix 1]

Principle 1: All members of the school community are of equal value

Principle 2: Relevant differences should be recognised and diversity respected

Principle 3: Observe good equalities practice, including staff recruitment, retention and development

Principle 4: Positive attitudes and relationships and a shared sense of belonging should be fostered

Principle 5: Strive to ensure that society will benefit

Principle 6: Current inequalities and barriers should be addressed and reduced

Principle 7: Policy development should involve widespread consultation and involvement

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## 2. The School's Values

As a church school we promote Christian values through our collective worship, our curriculum and our relationships. These values include friendship, service, thankfulness, peace, kindness, respect, hope, perseverance, justice.

## 3. Addressing Prejudice Related Incidents

This school is opposed to all forms of prejudice and we recognise that children and young people who experience any form of prejudice related discrimination may fair less well in the education system. We ensure that both our pupils and staff have an awareness of the impact of prejudice in order to prevent any incidents. Should incidents occur we address them immediately and report them to the Local Authority using their guidance material. The Local Authority may provide some support

## 4. Responsibility

4.1 We believe that promoting equality is the whole school's responsibility:

School Community	Responsibility
Governing Body	Involving and engaging the whole school community in identifying and understanding equality barriers and in the setting of objectives to address these. Monitoring progress towards achieving equality objectives. Publishing data and publishing equality objectives.
Head teacher	As above including: Promoting key messages to staff, parents and pupils about equality and what is expected of them and can be expected from the school in carrying out its day to day duties. Ensuring that all the school community receives adequate training to meet the need of delivering equality, including pupil awareness. Ensure that all staff are aware of their responsibility to record and report prejudice related incidents.

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<b>School Community</b>	<b>Responsibility</b>
Senior Management Team	To support the Head as above Leading on actions to achieve our equality objectives. Ensuring fair treatment and access to services and opportunities. Ensuring that all staff are aware of their responsibility to record and report prejudice related incidents.
Teaching Staff	Helping in delivering the right outcomes for pupils. Upholding the commitment made to pupils and parents/carers on how they can be expected to be treated. Designing and delivering an inclusive curriculum Ensuring that they are aware of their responsibility to record and report prejudice related incidents.
Non Teaching Staff	Supporting the school and the governing body in delivering a fair and equitable service to all stakeholders Upholding the commitment made by the head teacher/principal on how pupils and parents/carers can be expected to be treated Supporting colleagues within the school community Ensuring that they are aware of their responsibility to record and report prejudice related incidents.
Parents	Taking an active part in identifying barriers for the school community and in informing the governing body of actions that can be taken to eradicate these Taking an active role in supporting and challenging the school to achieve the commitment given to the school community in tackling inequality and achieving equality of opportunity for all.
Pupils	Helping the school to achieve the commitment made to tackling inequality. Upholding the commitment made by the head teacher on how pupils and parents/carers, staff and the wider school community can be expected to be treated.
Local Community Members	Taking an active part in identifying barriers for the school community and in informing the governing body of actions that can be taken to eradicate these Taking an active role in supporting and challenging the school to achieve the commitment made to the

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School Community	Responsibility
	school community in tackling inequality and achieving equality of opportunity for all.

4.2 We will ensure that the whole school community is aware of the Single Equality Policy and our published equality information and equality objectives by publishing them on the school website

## 5. Breaches

Breaches to this statement 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 body.

## 6. Monitor and Review

Every year we will review and report on our progress towards meeting our equality objectives. At least every two years, we will review our objectives, taking into account any changes in our school profile and other evidence of need.

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## Single Equality Policy Appendix 1

We are adopting seven principles, adapted from those chosen by the DCSF in their Single Equality Scheme.

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

All learners and potential learners are of equal value and should benefit from our school's policies, practices and programmes:

- whether or not they are disabled;
- whatever their ethnicity, culture, religious affiliation and faith, national origin or national status;
- whatever their gender or sexual orientation; and,
- irrespective of other factors such as age, income, family circumstances or where they live.

### **Principle 2: Relevant differences should be recognised and diversity respected**

Treating people equally can mean treating them differently. Different people have different needs and treating them all the same can lead to some people being disadvantaged because their needs are not met. Our policies, practices and programmes must not discriminate, but may be differentiated to take account of differences in life-experience, outlook and background, and in the kinds of barrier and disadvantage which people face, in relation to:

- disability, so that reasonable adjustments are made;
- ethnicity, culture and religion, so that different cultural backgrounds and experiences of racism are recognised;
- gender and sexual orientation, so that the different needs and experiences of boys and girls, women and men are recognised;
- factors such as age, income, family circumstances or where people live, so that different needs and experiences are recognised.

### **Principle 3: Observe good equalities practice, including staff recruitment, retention and development**

Policies and programmes should benefit all members of the workforce, for example in recruitment and promotion, and in continuing professional development:

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

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- irrespective of other factors such as age, income, family circumstances or where they live.

## **Principle 4: Positive attitudes and relationships and a shared sense of belonging should be fostered**

Policies and programmes should promote:

- positive attitudes towards disabled people, and good relations between disabled and non-disabled people;
- positive interaction and good relations between groups and communities different from each other in terms of ethnicity, culture, religious affiliation and faith, and national origin or national status;
- mutual respect and good relations between boys and girls, women and men, and people of different sexual orientation; and,
- mutual respect and good relations between people from different age groups, with different income or family circumstances or who live in different places.

## **Principle 5: Strive to ensure that society will benefit**

Policies and programmes should benefit society as a whole, both locally and nationally, by fostering greater cohesion, and greater participation in public life of:

- disabled people;
- people of a wide range of ethnic, cultural and religious backgrounds;
- women as well as men, and lesbian, gay, bisexual and transgender people as well as heterosexual people; and,
- people from different age groups, with different income or family circumstances or who live in different places.

## **Principle 6: Current inequalities and barriers should be addressed and reduced**

In addition to avoiding or minimising possible negative impacts, our policies and programmes should take opportunities to maximise positive impacts by addressing, reducing and removing inequalities and barriers that already exist between:

- disabled and non-disabled people;
- people of different ethnic, cultural and religious backgrounds;
- boys and girls, women and men, and people of different sexual orientation; and,
- people from different age groups, with different income or family circumstances or who live in different places.



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## **Principle 7: Policy development should involve widespread consultation and involvement**

People affected by a policy or programme should be consulted and involved in the design of new policies, and the review of existing ones. Such consultation should be both direct and through representative organisations, and be based on principles of transparency and accountability. It is particularly important to involve those who in the past have been excluded or disadvantaged, and who continue to face barriers:

- disabled people;
- people of minority ethnic, cultural and religious backgrounds;
- women as well as men, and lesbian, gay, bisexual and transgender people as well as heterosexual people; and,
- people who face challenges because of their age group, income, family circumstances or where they live.