



**BRAILES C of E
PRIMARY SCHOOL**



**Shipston-on-Stour
Primary School**

Equality Policy and Objectives

ALL are welcome
HERE



The Stour Federation Partnership

1. INTRODUCTION AND RESEARCH BASE

This policy has amalgamated all of the protected characteristics covered in the Equality Act 2010, into one Single Equalities Policy for the schools in the Stour Federation Partnership.

The schools within The Stour Federation aim to meet their obligations under the public sector equality duty by having due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010.
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it.
- Foster good relations across all characteristics - between people who share a protected characteristic and people who do not share it.

2. LEGISLATION AND GUIDANCE

This document meets the requirements under the following legislation:

- The Equality Act 2010, which introduced the public sector equality duty and protects people from 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.

This document also complies with the Trust's funding agreement and articles of association.

3. ETHOS

This policy outlines the commitment of staff and Governors to promote equality, diversity and human rights. There are no outsiders in our schools: everyone is welcome and diversity in the school is celebrated. Our aim is to provide fairness for all involved in the school community and to ensure there is no discrimination on grounds of gender, marital status, race, disability, sexual orientation, gender identity (including transgender identity), religion or belief, age, pregnancy.

We believe that equality in The Stour Federation Partnership should permeate all aspects of school life and is the responsibility of every member of the school and the wider community. Every member of each school community should feel safe and valued. In the Stour Federation Partnership, equality is a key principle and we respect each other's differences and identities, as outlined in the Equality Act 2010 which is British law.

"Believing in ourselves, each other and the light of God. Belonging and lighting the way for a united family. Aspiring to be the light for ourselves, each other and our world." This is the Christian school vision at Brailes C of E Primary School, which together with our core Christian Values of trust, respect, forgiveness, peace and courage shapes everything we do in our school community; every single one of us made in the image of God without exception or exclusion.

**Believing in ourselves, each other and the light of God.
Belonging and lighting the way for a united family.
Aspiring to be the light for ourselves, each other and our world.**

"I am the light of the world...Whoever follows me will have the light of life and will never walk in darkness."

John 8:12



4. ROLES AND RESPONSIBILITIES

The governing board of each school will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, pupils and parents, and that they are reviewed and updated at least once every four years.
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the Head of School.

The Head of School will:

- Promote knowledge and understanding of the equality objectives amongst staff and pupils.
- Monitor success in achieving the objectives and report back to governors.

All school staff are expected to have regard to this document and to work to achieve the objectives as set out in section 8.

5. CURRICULUM

The Stour Federation Partnership will ensure that the curriculum of each school:

- Reflects a commitment to equality.
- Prepares pupils for life in the UK which is a diverse society.
- Fosters good relations between people who share a protected characteristic and those who do not.
- Uses opportunities to reflect on the background and experience of pupils and the wider

community.

- Challenges prejudice and recognises and challenges discriminatory behaviour and language whenever it occurs.
- Promotes each school's values and ethos explicitly through emotional Literacy, 'No Outsiders' scheme of work and associated picture books, PSHE lessons and assemblies.
- Uses a range of images and materials that positively reflect a range of cultures, communities, identities and lifestyles.
- Promotes tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE, citizenship and personal, social, health and economic (PSHE) education, but also activities in other curriculum areas. For example, as part of teaching and learning in English/reading, pupils will be introduced to literature from a range of cultures.

The Stour Federation Partnership places emphasis on all staff promoting equalities as part of the 'hidden curriculum' of social interaction between staff and pupils.

6. FOSTERING GOOD RELATIONS

The schools within the trust aim to foster good relations between those who share a protected characteristic and those who do not share it by:

- Holding assemblies dealing with relevant issues. Pupils will be encouraged to take a lead in such assemblies and we will also invite external speakers to contribute
- Working with our local communities. This includes inviting leaders of local faith groups to speak at assemblies, and organising school trips and activities based around the local community.
- Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school. For example, our School Councils have representatives from different year groups and are formed of pupils from a range of backgrounds. All pupils are encouraged to participate in the school's activities, such as sports clubs. We also work with parents to promote knowledge and understanding of different cultures.

7. EQUALITY CONSIDERATIONS IN DECISION-MAKING

The schools within the trust ensure that they have due regard to equality considerations whenever significant decisions are made.

The schools always consider the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, the school considers whether the trip:

- Cuts across any religious holidays.
- Is accessible to pupils with disabilities.
- Has equivalent facilities for boys and girls.

Schools keep a written record (known as an Equality Impact Assessment) to show we have actively considered our equality duties and asked ourselves relevant questions. This is recorded at the same time as the risk assessment when planning school trips and activities. The record is completed by the member of staff organising the activity and is stored electronically with the completed risk assessment.

8. EQUALITY OBJECTIVES 2020 - 2024

Objective 1:

To promote cultural development and understanding through a rich range of experience, both in and beyond our schools.

- To achieve this objective we plan to engage in an ongoing programme of visits across the communities we serve and to host a regular programme of visitors to our schools to share different perspectives, faiths and cultures

Objective 2:

To ensure that all pupils are given similar opportunities with regards to after-school clubs and activities.

- To achieve this objective we plan to analyse registers of attendance and parent/pupil questionnaires.

Objective 3:

To ensure our school environment is accessible as possible to all pupils, staff and visitors.

- To achieve this objective we plan to update our accessibility plans and review them regularly.

Objective 4:

To eradicate prejudice related bullying in relation to the protected characteristics listed in the Equality Act 2010.

- To achieve this objective we plan to create effective systems for recording incidents of discriminatory behaviours. Ensure systems allow swift identification of any issues, prompt and effective action involving parents where necessary and comprehensive recording.

Objective 5:

Actively close gaps in attainment and achievement between pupils and all groups of pupils; especially students eligible for free-school meals, students with special educational needs and disabilities and looked after children.

- To achieve this objective we plan to modify provision in order to meet all children's needs and interests. Introduce more specific interventions for English and Maths. Improve parental engagement by coming into our schools and being part of the learning experience.

9. MONITORING ARRANGEMENTS

Each school's local governing body will update the equality information we publish, at least every year.

This document will be reviewed by each school's local governing body at least every 4 years.

This document will be approved by the school's local governing body.

Appendix 1: The Protected Characteristics within the Equality Act 2010, and their definitions (Legislation.gov.uk) are:

Age

A reference to a person who has a particular protected characteristic is a reference to a person of a particular age group.

Disability

A person (P) has a disability if:

P has a physical or mental impairment, and

the impairment has a substantial and long-term adverse effect on P's ability to carry out normal day-to-day activities.

Gender reassignment

A person has the protected characteristic of gender reassignment if the person is proposing to undergo, is undergoing or has undergone a process (or part of a process) for the purpose of reassigning the person's sex by changing physiological or other attributes of sex.

Marriage and civil partnership

A person has the protected characteristic of marriage and civil partnership if the person is married or is a civil partner.

Race

Race includes colour; nationality; ethnic or national origins.

Religion or Belief

Religion means any religion and a reference to religion includes a reference to a lack of religion.

Belief means any religious or philosophical belief and a reference to belief includes a reference to a lack of belief.

Sex (gender)

A reference to a person who has a particular protected characteristic is a reference to a man or to a woman.

Sexual Orientation

Sexual orientation means a person's sexual orientation towards - persons of the same sex, persons of the opposite sex, or persons of either sex.

Appendix 2: No Outsiders Learning Intentions and Picture Books

Reception					
Learning Intention	To say what I think.	To understand that it's OK to like different things.	To make friends with someone different.	To understand that all families are different.	To celebrate my family.
Year 1					
Learning Intention	To like the way I am.	To play with boys and girls.	To recognise that people are different ages.	To understand our bodies work in different ways.	To understand that we share the world with lots of people.
Year 2					
Learning Intention	To understand what diversity is.	To understand how we share the world.	To understand what makes someone feel proud.	To feel proud of being different.	To be able to work with everyone in my class.
Year 3					
Learning Intention	To understand how difference can affect someone.	To understand what 'discrimination' means.	To find a solution to a problem.	Use strategies to help someone who feels different.	To be welcoming.
Year 4					
Learning Intention	To know when to be assertive.	To understand why people choose to get married.	To overcome language as a barrier.	To ask questions.	To be who you want to be.
Year 5					
Learning Intention	To learn from our past.	To justify my actions.	To recognise when someone needs help.	To appreciate artistic freedom.	To accept people who are different from me.
Year 6					
Learning Intention	To promote diversity.	To stand up to discrimination	To challenge causes of racism.	To consider how my life may change as I grow up.	To recognise my freedom.