



Moordown St John's CE Primary School

Policy for Equality

**"A Christian community where commitment to
educational excellence changes lives"**

Article 2 – the convention applies to all children whatever their ethnicity. gender. religion, ability, whatever they think or say, no matter what type of family they come from.

Article 4 – governments must do all they can to fulfil the rights of every child.

Date Approved and Signature: 5 July 2016 *Andy Swain*

Review Date: June 2019

**A copy of this policy in large print is available on request
from the school office.**

POLICY FOR EQUALITY

RATIONALE

As a Church of England Primary School, we seek to further the work of Christ by expecting, nurturing and demonstrating the Fruits of the Spirit (Galatians 5) in our day to day lives. The Fruits of the Spirit include Love, Joy, Peace, Goodness, Kindness, Patience, Gentleness, Faithfulness and Self-control.

At Moordown St. John's we also aim to honour and fulfil the United Nations Convention on the Rights of the Child.

'Rights' are things every child should have or be able to do. All children have the same rights. These rights are listed in the UN Convention on the Rights of the Child. Almost every country has agreed to these rights. All the rights are connected to each other, and all are equally important. Sometimes, we have to think about rights in terms of what is best for children in a situation, and what is critical to life and protection from harm. As children grow, they have more responsibility to make choices and exercise their rights.

This policy refers directly to the following articles:

Article 2 – the convention applies to all children whatever their ethnicity. gender. religion, ability, whatever they think or say, no matter what type of family they come from.

Article 4 – governments must do all they can to fulfil the rights of every child.

S U C C E S S

SUCCESS (Skills, Understanding, Creativity, Curiosity, Enjoyment, Spirituality, Security) is at the centre of our school's ethos and identity.

S – **Skills** that embed knowledge for a life full of learning and healthy relationships

U – **Understanding** how knowledge and concepts can be applied and built upon to achieve deep learning

C – **Creativity** to use skills and knowledge imaginatively to express oneself and solve problems

C – **Curiosity** to explore, investigate and understand the world

E – **Enjoyment** of life and of learning

S – **Spirituality** where faith is nourished, respected, challenged and lived

S – **Security** in themselves and who they are to reach their full potential

Introduction

This policy is closely linked to the school's Inclusion Policy. It has been informed by the current relevant legislation, including the Equality Act 2010, and by the school's aims, and in turn, it informs all other policies and should therefore be read in conjunction with these policies.

The Equality Act 2010 replaces nine major acts of parliament and almost one hundred sets of legislation. It provides a single, consolidated source of discrimination law. It simplifies the law and it extends protection from discrimination in some areas. The act defines four kinds of unlawful behaviour – direct discrimination, indirect discrimination, harassment and victimisation.

Moordown St Johns is an inclusive school where we focus on the well being and progress of every child and where all members of our community are of equal worth. We endeavour to make the school a welcoming place and show acceptance of others. As a Church of England School we recognise this policy is set within the context of Christian belief and practice. This means that all people within our school community are treated with respect as children of God.

Principles

Our approach to equality is based on the following 8 key principles

- 1.All learners are of equal value.** We value all learners whether or not they are disabled, whatever their ethnicity, culture, national origin or national status, whatever their gender and gender identity, whatever their religious or non-religious affiliation or faith background and whatever their sexual orientation.
- 2.We recognize, respect and value difference and understand that diversity is a strength.** We take account of differences and strive to remove barriers and disadvantages which people may face, in relation to disability, ethnicity, gender, religion, belief or faith and sexual orientation. We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit our school.
- 3.We foster positive attitudes and relationships.** We actively promote positive attitudes and mutual respect between groups and communities different from each other.
- 4.We foster a shared sense of cohesion and belonging.** We want all members of our school community to feel a sense of belonging within the school and wider community and to feel that they are respected and able to participate fully in school life.
- 5.We observe good equalities practice for our staff.** We ensure that policies and procedures benefit all employees and potential employees in all aspects of their work, including in recruitment and promotion, and in continuing professional development
- 6.We have the highest expectations of all our children.** We expect that all pupils can make good progress and achieve to their highest potential
- 7.We work to raise standards for all pupils, but especially for the most vulnerable.** We believe that improving the quality of education for the most vulnerable groups of pupils raises standards across the whole school.

8. We are a rights respecting school and so recognise that if a child is to fulfil its potential and learn in a right respecting atmosphere then adults have a responsibility to model rights respecting behaviour.

Celebrating Diversity

Admissions to the school are governed by the school's admissions policy which is applied impartially.

It is the right of all pupils to receive the best education that the school can provide, with access to all educational or recreational activities organised by the school.

This school will not tolerate any harassment or victimisation related to a protected characteristic. This is true whether it relates to the child themselves or another person with whom the child is associated. The protected characteristics as outlined in the Equality Act 2010 are:

- Sex/gender
- Race (includes colour, nationality and ethnic or national origins)
- Disability*
- Religion or belief
- Sexual orientation
- Pregnancy or maternity

(*definition – when a person has a physical or mental impairment which has a substantial and long term adverse effect on that person's ability to carry out normal everyday activities.)

Staff are additionally protected from discrimination under these protected characteristics - age, marriage/civil partnership and those undergoing gender reassignment

Should an incident occur we will act immediately to prevent any repetition of the incident. Any act of discrimination will be dealt with through application of the school's behaviour policy or anti bullying policy - recorded and copied, retained in the school and by the Local Authority. Graffiti or other displays of a discriminatory nature will be removed immediately and the perpetrator, if known, disciplined.

We actively promote an understanding of, and respect for, diversity through the curriculum topics studied by the children which are reflected in the displays and work shown throughout the school.

Although the content of the curriculum is not caught by discrimination law we aim to ensure that the curriculum reflects the attitudes, values and respect that we have for minority ethnic groups. For example:

- History and Geography lessons give due emphasis to differing traditions and cultures
- Religious Education curriculum gives children a sensitive appreciation of other faiths
- Disability is a theme explored through class and school worship and in rainbow lessons
- Children are invited to attend collective worship which will focus on the Christian faith in line with our Church of England school status. Parents can opt for their children not to attend this collective worship

Should any member of the school community consider themselves to be a victim of discrimination, we will do all that we can to support that person in overcoming any difficulties they may have.

This school will ensure that all employees abide by the public sector Equality Duty. This means eliminating discrimination, advancing equality of opportunity, promoting good relations between people with different protected characteristics.

The role of the board of directors

The directors of Moordown St Johns are ultimately responsible and accountable for this policy and its implementation.

They will do this by –

- Monitoring the progress of pupils of all vulnerable groups to ensure that they are receiving equal provision and opportunities
- Monitoring the staff appointments process to ensure that no applicant applying for a position at the school is discriminated against on grounds of a protected characteristic
- Monitoring progression of staff within the school and access to training to ensure that no member of staff is discriminated against on grounds of a protected characteristic
- Ensuring all children have access to the full range of the curriculum
- Requiring the head teacher to report to directors on an annual basis on the effectiveness of this policy
- Taking into serious consideration any complaints regarding discriminatory issues from parents, staff and pupils.
- Reviewing this policy at two year intervals

The regulations concerning the wearing of school uniform will apply equally to all. If a child's circumstances affect the wearing of the school uniform, the school will deal with each case sensitively and with respect for the child.

The role of the Headteacher

The Headteacher -

- will implement this policy by delegating responsibility of the policy and its implementation to the assistant head teacher/inclusion leader who will report to the directors
- is responsible for ensuring that all staff are aware of the school's policy on equality and that teachers apply these guidelines fairly in all situations
- promotes the principle of equality when developing the curriculum and promotes respect for other people in all aspects of school life
- will treat all incidents of discrimination with due seriousness and report to the directors and the Local Authority

The role of the Equality Officer (Assistant Head Teacher/Inclusion Leader)

The equality officer will -

- identify development action points which support the principles set out above
- implement actions identified through the school's established termly school improvement planning process which will promote and support the principles
- monitor policy and principles
- report to directors

The role of the class teacher

The class teacher will –

- Ensure that all pupils are treated fairly and with respect
- Pay due regard to the sensitivities of all children when selecting classroom materials and ensure classroom materials are not discriminatory in nature
- Strive to provide materials that give positive images of the diversity of the local community and challenged stereotyped perceptions of minority groups
- Challenge any incidents of a discriminatory nature, record serious incidents in line with the school policy and draw them to the attention of the head teacher

POLICY REVIEW

Having been carefully considered by the Pupil Achievement Working Group, this policy was ratified by the Board of Directors at its meeting on 5 July 2016.

This policy will be reviewed on a 3 yearly basis, with the next full review taking place during June 2019. This will be brought forward should changes in protocol be recommended by either the Department for Education or the Local Authority.

Monitoring of this policy will be done through regular school self-evaluation and lesson observations.

Signed: *Andy Swain*
Chair, Pupil Achievement Working Group

Date: 5 July 2016