



SAINT JOHN'S

# Equality Policy

Designated Member of Staff	Inclusion Lead
Committee with responsibility	Vision and Values
Date of Issue	May 2021
Frequency of Review	Annual

Issue Number	Issue Date	Summary of Changes
1	December 2021	Re-formatting of the policy
2	December 2022	Governor review and approval
3	March 2024	Reviewed and approved at T4 FGB

## **Aim**

At Saint John's Primary School we provide equality in all aspects of the school. This includes race, gender, disability and faith. We encourage all members of the school community to realise their own potential responsibilities towards this goal which is achieved through our school ethos of 'where we all flourish'.

Our vision is that Saint John's Church of England Primary School is a place where everyone flourishes and grows: 'like a tree, flourishing in God's unfailing love' from Psalm 52:8. From diverse beginnings and building on our Christian values, we grow together to reach up and reach out.

Our tree logo is drawn with one line, showing that fundamentally we flourish and grow together, helping each other as we develop and prepare for our next steps, reaching up and out towards others. Our school is rooted in Christian values, of which equality is foundational. We learn about these values both formally and informally and we provide ways for our children and adults to cultivate those values. We want to learn about these values, reflect on these values and live these values within our school, within our homes and within our community.

Our aims (Curriculum, Caring, Challenge, Community, Citizenship) are the branches of our tree. These five aims provide clarity, as we focus on our children's needs and provide them with opportunities to develop and grow individually and independently – like the leaves on a tree which are all different and unique, with equal value.

The school is committed to an inclusive ethos based on respect for everyone. We strive to prepare pupils for life in a diverse and ever-changing society through a number of ways including:

- Personal, Social, Health and Economic (PSHE) education sessions
- Taking action to eliminate discrimination and harassment
- Ensuring that methods of assessment do not disadvantage pupils for whom English is an additional language
- Purchasing resources which will reflect physical, ethnic and cultural diversity
- Planning opportunities for children to discuss issues of equality
- Visiting a range of local places of worship such as a Church, Mosque, Synagogue
- Encouraging local stakeholders from a variety of cultural background to support the school with curriculum enrichment activities

The school will:

- Promote equality of opportunity between disabled and non-disabled people, women and men and between different racial groups and ethnicities
- Eliminate discrimination and harassment on the grounds of disability, sex, race or ethnicity, sexual orientation and religion or beliefs
- Promote positive attitudes towards disabled people
- Encourage participation of disabled people's needs, even if this requires more favourable treatment

Action by Strategic Leadership Team (SLT) responsible for the Equality Scheme:

- Raise awareness of elements of the duties with all staff, governors, parents and pupils
- Refer to 'Implementing the Disability Discrimination Act (DDA) in School' published by the Disability Rights Commission
- Ensure understanding of the broad definition of disability within the Disability Discrimination Act
- Encourage disclosure of disability by pupils, parents, staff and other users of the school
- Refer to 'The Gender Equality Duty and Schools' published by the Equal Opportunities Commission
- Work with trade unions to implement the gender duty in employment functions.

It is unlawful for a school to discriminate against a pupil or prospective pupil by treating them less favourably because of their:

- sex
- race
- disability
- religion or belief
- sexual orientation
- gender reassignment
- pregnancy or maternity

### **Definition of disability**

The Definition of disability under the Equality Act 2010 defines a disabled person as someone who has:

'a physical or mental impairment that has a substantial and long-term negative effect on his or her ability to carry out normal daily activities'

Definition of the terms:

- 'physical impairment' includes sensory impairments
- 'mental impairment' includes learning difficulties and an impairment resulting from or consisting of a mental illness
- 'substantial' means 'more than minor or trivial'
- 'long-term' is defined as 12 months or more

The definition includes a wide range of impairments, including hidden impairments such as Dyslexia, Autism, Speech and Language impairments and Attention Deficit Hyperactivity Disorder (ADHD).

The effect on normal day-to-day activities is on one or more of the following:

- Mobility
- Manual dexterity
- Physical co-ordination
- Continence
- Ability to lift, carry or otherwise move everyday objects;
- Speech, hearing or eyesight;
- Memory or ability to concentrate, learn or understand;
- Perception of risk physical danger.

Some people are automatically covered by the definition: those with cancer, multiple sclerosis, HIV infection or a severe disfigurement. There are special provisions for people with progressive or recurring conditions.

### **Involvement of pupils, staff and other users of the school.**

The school will consider and plan to involve pupils, staff, parents and other users of the school in relation to the race, disability and gender equality duty. The school will continue to take into account the preferred means of communication for those with whom they are consulting.

The school will ensure the involvement of a range of people and hear a range of views to the disability, gender and race equality duties.

### **Information gathering**

The collection of information is crucial to supporting Saint John's CE Primary School in making decisions about what actions would best improve opportunities and outcomes for pupils, staff and parents. The information will also subsequently help us to review our performance.

Information will be detailed enough to enable us to measure the delivery on equality duties relating to disability, race and gender, to assess the impact of the changes made and to help the school identify which of our priorities have been achieved.

### **Information to be gathered**

- Recruitment, development and retention of disabled employees, women and men from different racial backgrounds.
- Educational opportunities available to and achievement of disabled, female and male pupils and pupils from different racial backgrounds.
- Identification of disabled pupils, parents, carers, staff and other users of the school to develop the Action Plan (All efforts to be made to collect information)
- Activity choices of both genders
- Bullying and harassment on the grounds of gender, disability and race.

## **Impact assessments**

Impact assessments refer to the review of all current and proposed policies and practices in order to help the school act to ensure no gender, racial group or disabled person is disadvantaged by school activities and to promote race, disability and gender equality. Impact assessments are an on-going process to ensure that our policies and practices develop, evolve and are incorporated into the school's planned review and revision of every policy. Every new policy or procedure will be drawn up with regard to our duties to promote race, disability and gender equality and to eliminate discrimination and harassment within the school community.

## **Managing and Reporting Racial Incidents**

We promote good relations between people of different racial groups. However, should such harmony be breached, the head teacher will record and report allegations of racial incidents which occur on the school premises in accordance with LA procedures. There will be a thorough investigation and the County's approved procedure will be followed. The School will review action taken to deal with incidents and will establish a support mechanism for victims and perpetrators alike.

The head teacher will report to Governors at the next meeting following any incident.

## **Key Legislation**

- Equality Act 2010
- The Equality Act 2010 and Schools - Departmental advice for school leaders, school staff, governing bodies and local authorities May 2014
- Children and Families Act 2014
- SEND Code of Practice 2014

## **Equality Action Plan**

### **Objective 1**

To ensure our school vision and values, ethos and daily provision and practice reflect equality of opportunity regardless of protected characteristics.

### **Objective 2**

To ensure our curriculum design includes opportunities to educate our pupils about discrimination and prejudice and curriculum resources and materials do not display protected characteristics in a negative way.

### **Objective 3**

To ensure staff are appointed fairly and to increase representation from black and minority ethnic communities, or with other protected characteristics – both amongst the staff and the governing body.