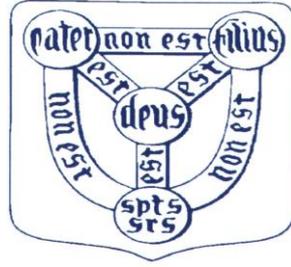


# Shellingford CE (A) Primary School

Headteacher: Miss Judith Terrell



"Inspiring hearts and minds"

## **EQUALITY POLICY**

**In our school we aim to build 'roots and foundation in love'  
(Ephesians 3:17-18) and through this we seek to promote our vision:**

"Inspiring hearts and minds"

**Our vision is focused on our four key values of Creativity, Respect, Belonging and Spirituality which also permeate our approach to others and to what we do.**

We expect all members of the school community to play a part in fostering these values.

### **Legal duties (The Equality Act 2010)**

At Shellingford CE (A) Primary School we welcome and embrace our duties under the Equality Act 2010. The general duties are to:

1. Eliminate discrimination, harassment, victimisation and any other conduct prohibited by the Act.
2. Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it.
3. Foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

The Equality Act 2010 replaces all previous, separate equality laws including the Disability Discrimination Act, Race Relations Act and others. It simplifies the law by removing anomalies and inconsistencies and extends protection against discrimination in certain areas. The Act covers all aspects of school life with how its pupils, parents and members of the local community are treated.

Equality means treating people fairly, with respect, having regard for rights and wishes.

We understand the principal 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 following:

- Age (for employees not for service provision)
- Disability
- Race
- Sex (including issues of transgender)
- Gender reassignment
- Maternity and pregnancy
- Religion and belief
- Sexual orientation
- Marriage and Civil Partnership (for employees)

In order to meet our general duties, listed above, the law requires us to do some specific duties to demonstrate that 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 a child)
- **Prepare and publish equality objectives:** 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 functions:
  - Admissions
  - Attendance
  - Attainment
  - Exclusions
  - Prejudice related incidents

Our objectives will detail how we ensure equality is applied to the services above, however where we find evidence that other functions have a significant impact on any particular group we will include work in this area.

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.

In fulfilling our legal obligations, we will:

- Recognise and respect diversity
- Foster positive attitudes and relationships and a shared sense of belonging
- Observe good equalities practice, including staff recruitment, retention and development
- Aim to reduce and remove existing equalities and barriers
- Consult and involve widely
- Strive to ensure that society will benefit

## **Aims**

The school and the Governing Body are determined to foster mutual tolerance so that everyone is valued within the school. By actively promoting equal opportunities and not discriminating either directly or indirectly against anyone on the grounds of colour, race, nationality, disability, beliefs, sexuality or gender, the school endeavours to:

- Promote a safe, secure and happy atmosphere where pupils can learn effectively, build up their self-esteem and develop their independence as integrated individuals within a wider community.
- Provide a purposeful and stable environment conducive to high standards of achievement and behaviour.
- Foster respect of religion and culture of others, regardless of ethnicity, gender, disability and aptitude.
- Enable access to the schools' facilities and resources for all its pupils, staff and the community it serves.
- Prepare pupils and adults for life in a diverse and multi-cultural society.

## **Principles**

Four principles underpin all our procedures and practice:

1. Every pupil should have the opportunity to achieve the highest possible standards and the best possible qualifications for the next stages of their lives and education.
2. Every pupil should develop a sense of personal and cultural identity, with a confidence and openness to change that allows them to be receptive and respectful with regard to other people's identities.
3. Every pupil should develop the knowledge, understanding and skills they need in order to participate not only in Britain's multi-ethnic society, but also in the wider context of an interdependent world.
4. Every pupil and adult associated with the school has the right to be healthy, stay safe, enjoy and achieve, make a positive contribution and achieve economic well-being.

All pupils and adults working and learning at the school or within its wider activities have a right to be treated with respect and dignity. This includes a right to:

- Study, learn and work
- Physical, emotional and verbal respect, free from violence, bullying and abusive language.
- Respect for gender, race, disability, sexuality, culture and age.
- Equal opportunities to access courses, job opportunities and recruitment, school visits, extra-curricular activities and inclusion placements.

The school has a positive ethos and a welcoming environment for all its members and visitors.

- Pupils and adults within the school are encouraged to challenge any inappropriate behaviour or comments.
- Racist and discriminatory incidents will be dealt with and recorded when they occur.
- Inclusion issues are taken seriously and are considered in all aspects of school life. Support for pupils is available from Teachers, Teaching Assistants, the Senior Leadership Team and other adults working within the school.
- Support for adults working in the school is available from the Senior Leadership Team, the OCC HR Team and other external professional agencies.
- In all school activities we recognise and celebrate the achievements of all our pupils and staff.

- Through teaching, planning and assessment the diversity, abilities and needs of our pupils are addressed.
- Displays around the school demonstrate our commitment to promoting positive attitudes and values.
- School improvement is always addressed seriously with actions taken to improve access to the school, its curriculum and facilities for all users.

### **Addressing Prejudice Related Incidents**

The 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 provide pupils and staff with an awareness of the impact of prejudice in order to prevent any incidents. If incidents occur we address them immediately, record and report them appropriately. The Local Authority may provide some support.

### **We believe that promoting Equality is the whole school's 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.
Headteacher	As above including: Promoting key messages to staff, parents, 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 the school community receives appropriate training to meet the need of delivering equality, including pupil awareness. Ensure that all staff are aware of their responsibility to report and record prejudice related incidents.
Senior Leadership Team	To support the Headteacher as above. Ensure fair treatment and access to services and opportunities. Ensure that all staff are aware of their responsibility to report and record prejudice related incidents.
Teaching Staff	Help in delivering the right outcomes for pupils. Uphold the commitment made by the Headteacher on how pupils, parents, staff and the wider community can be expected to be treated. Design and deliver an inclusive curriculum. Be aware of the responsibility to report and record prejudice related incidents.
Support Staff	To support the Headteacher, SLT and Teaching staff as above. Support the school and Governing Body in delivering a fair and equitable service to all stakeholders. Support colleagues within the school community.
Parents and Local Community	Take an active part in understanding barriers for the school community. Take an active role in supporting the school to achieve the commitment made in tackling inequality and achieving equality of opportunity for all.
Pupils	Supporting the school to achieve the commitment made to tackling inequality. Uphold the commitment made by the Headteacher on how pupils, parents, staff and the wider community can be expected to be treated.

We will ensure that the whole school community is aware of the Equality Policy and objectives by publishing them on the school website for parents and the wider community to access; raising awareness of the objectives of the policy with the School Council and pupils, staff and the governing body of Shellingford CE (A) Primary School.

**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 Headteacher and governing body.

**Monitor and Review**

Every three years we will review our objectives in relation to any changes in our school profile. Our objectives will sit alongside our overall Raising Achievement Plan and will therefore be reviewed as part of this process.

**Date written: January 2024**

**Review Date: January 2027**

**Policy Agreed by the Governing Body on .....**

**Signed ..... Chair of Governing Body**

**Signed ..... Headteacher**

## **Equality Objectives**

At Shellingford CE (A) Primary School we are committed to ensuring equality of education and opportunity for all pupils, staff and parents irrespective of race, gender, disability, belief, religion or socio-economic background.

In order to further support pupils, raise standards and ensure inclusive teaching, we have set the following objectives:

### **Attainment**

#### **Equality Objective:**

To narrow the gap by ensuring good progress for children with SEND.

- Why:** Our school's data show that children with SEN attain below children with SEN nationally. Although small cohorts and mobility means that assessment information needs to be treated with caution, we would like this progress to accelerate to narrow the gap.
- How:** Ensure that Quality First Teaching is consistently evident throughout the school i.e., appropriate adaptations take individual needs into account.  
Use Pupil Progress Review meetings with teachers to plan additional provision and set Pupil Profile targets.  
Provision Map: evaluate and refine SEN provision to measure impact and plan future provision more rigorously (three times a year.)  
Continue to engage parents in SEN Consultations.
- Outcome:** Children with SEND to make good progress from their starting points. The gap in attainment is narrowed and SEN pupils make the same rate of progress compared to non-SEN pupils.

### **Attendance:**

#### **Equality Objective:**

To monitor attendance data to see if there are any patterns of absence that raise potential issues for pupils in relation to the protected characteristics and to reduce barriers to attendance.

- Why:** Good attendance at school helps pupils establish a positive working ethos early in life. Many statistical analyses have shown the correlation between regular attendance and pupil attainment.  
At our school we wish to give all our pupils the best possible opportunity to do well and ensure that there are no barriers to attending school.
- How:** Our Attendance Policy is published on the school website for new parents to access.  
The Attendance Policy and 'Request for Leave of Absence due to Exceptional Circumstances' form outlines the legal duty for schools to monitor its absence figures and to promote attendance. It reinforces the duty for parents to make sure that their children attend school.  
If a child's attendance dips below 95% any request for authorised absence is denied as the effect on the child's education is considered to be detrimental.  
All requests are discussed by the Headteacher with the parents concerned.

**Outcome:** Absence figures remain below the national average.  
Information gathered will enable us to ensure that any barriers to attendance for groups of pupils and their parents will be explored and solutions to improve the situation sought.

**Prejudice Related Incidents:**

**Equality Objective:**

1. Raise pupil awareness of race equality and cultural diversity.

**Why:** Our school has a very high proportion of white British pupils on roll. We address race awareness through Collective Worship, Religious Education and PSHE which may involve visits and visitors from different faiths. However, we want our pupils to promote positive relations with children and adults from different ethnic backgrounds in the national community. We want to continue to develop an understanding of other communities locally, nationally and internationally through a global dimension in our curriculum.

**How:** As a Church Aided school, all pupils learn about Christianity and other world faiths in a course which Christianity will clearly predominate. Following advice from the Oxford Diocesan Board of Education (ODBE) we currently base our Religious Education teaching on the Oxfordshire Agreed Syllabus and ODBE RE Scheme of Work (see RE Policy).  
Values identified in Collective Worship: (see CW Policy and Rota).  
PSHE activities on empathy and relationships: understanding and respecting other people's beliefs, values and feelings.  
Curricular activities which involve visits and visitors from different cultural backgrounds or faiths: learning from people from diverse backgrounds (See Spiritual, Moral, Social and Cultural Policy).

**Outcome:** Pupils sense of cultural awareness and understanding of global diversity is enriched and therefore there continues to be no prejudice related incidents at the school.

2. Ensure that children understand that people and families are diverse.

**Why:** Our school is a small rural village school and many of our children are unaware of the diversities that can exist within families. We want our pupils to be accepting and respectful of families that appear different to their own. We also want to create an environment where children feel comfortable to talk openly about their experiences at home without fear of judgment or negativity from others.

**How:** Ensure free and open discussion is sensitively led by teaching staff during planned PSHE lessons and any incidental discussions that may arise.  
Access to texts that challenge gender stereotyping and ensure such texts are widely available in the school library.

**Outcome:** Pupils understanding and acceptance of the diversity of people and families is further developed and differences are celebrated within our school community.

**The equality objectives will be monitored by the Headteacher & Governing Body.**

## **Appendix 1 – Definitions**

**Direct discrimination** – occurs when a person treats another person differently than they would treat another person because of a “protected characteristic”.

**Indirect discrimination** – can occur when the school applies a “provision, criterion or practice” e.g., what is felt to be a general policy or practice (which puts pupils sharing a protected characteristic at a particular disadvantage.)

**Harassment** – the legal definition within the Act is “unwanted conduct, related to a relevant protected characteristic, which has the purpose or effect of violating a person’s dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for that person”.

**Victimisation** – occurs when a person is treated less favourably than they would otherwise have been because of something they have done (“a protected act”) in connection with the Act.

**Protected Act** – might involve making an allegation of discrimination, or bringing a case under the Act, or supporting another person’s complaint. The person is protected against retaliation, unless they were acting in bad faith.

**Protected Characteristics** - people from the groups listed below are known to experience discrimination more often than other people in society. They are now protected in law from being treated unfairly.

- Age - in relation to employment, but not in relation to pupils
- Disability – a person who has physical or mental impairment which affects their ability to carry out normal day-to-day activities
- Race – a group of people defined by their race, colour, nationality, ethnic or national origins.
- Sex – male or female, including issues of transgender
- Gender reassignment – the process of changing from one gender to another
- Maternity and pregnancy – being pregnant or expecting a baby; maternity refers to the period after the birth.
- Religion and belief – belief includes religious and philosophical beliefs including lack of belief
- Sexual orientation – whether a person’s sexual attraction is towards their own sex, the opposite sex, or both sexes.
- Marriage and Civil Partnership (for employees only)

**Positive Action** – new Positive Action provisions allow the school to target measures that are designed to alleviate disadvantages experienced by, or to meet the particular needs of, pupils with protected characteristics.

**Curriculum** – the content of the curriculum is explicitly excluded from discrimination law, but the delivery of the curriculum is explicitly included.

## **Appendix 2 – Disabilities**

### **Definition of Disability**

The Act defines disability as 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 day to day activities”. Some specified medical conditions are considered as disabilities regardless of their effect.

### **Reasonable adjustments and when they have to be made.**

The duty to provide reasonable adjustments applies only to disabled people and is summarised as follows:

- Where something the school does places a disabled pupil at a disadvantage compared to other pupils, then the school must take reasonable steps to try to avoid that disadvantage.
- The school will be expected to provide an auxiliary aid or service for a disabled pupil when it would be reasonable to do so and if such an aid would alleviate any substantial disadvantage.
- , then it should be made, and there can be no justification for why it is not made. The school will not be expected to make adjustments that are not reasonable.

The Act does not set out what constitutes a reasonable adjustment, however, based on the circumstances of each case, the school may consider the financial, or other resources required for the adjustment, it’s effect on other pupils, health and safety requirements and whether aids have been made available through the SEN route.

### **Special provisions for Disability**

The law on disability discrimination is different from the Act in several ways. In particular, it works in only one direction. The school is allowed to treat disabled people more favourably than non-disabled pupils by making reasonable adjustments to equalise their chances with non-disabled pupils.

The disability provisions in the Equality Act mainly replicate those in the former DDA. There are some differences:

- The Equality Act does not list the types of day-to-day activities which a disabled person must demonstrate that they cannot carry out.
- Failure to make reasonable adjustment can no longer be defended as justified.
- Direct discrimination against a disabled person can no longer be defended as justified.
- The school is under a duty to provide auxiliary aids and services as reasonable adjustments where these are not supplied through SEN statements.

Each school must implement an **Accessibility Plan**, and review it regularly

### **Appendix 3 - Employment Provision**

All protected characteristics, including age, are covered by the employment provisions of the Act.

The school as an employer is under the same duty to make reasonable adjustments in relation to disability for its employees, as with pupils.

The school may not enquire about the health of an applicant for a job, until the offer of the job has been made, unless the questions are specifically related to an intrinsic function of the work. The School must comply with both the Health Standards Regulations and Section 60 of the Equality Act.

### **Appendix 4 – Public-Sector Employment Duty**

The Equality Act 2010 introduced a Public-Sector Employment Duty (PSED) that applies to public bodies, including schools, and which extends to all protected characteristics. The school is required to have due regard to the three general duties. Having 'due regard' means giving relevant and proportionate consideration to the duty, whenever significant decisions are being made or policies are being developed.

The specific duties regulations require the school to:

- Publish information to demonstrate how they are complying with the PSED
- Prepare and publish equality objectives.