

# Equality Policy



	<b>Name</b>	<b>Date</b>
<b>Prepared by:</b>	Zoe Ansell	May 2021
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# De Bohun Primary School & Children's Centre

## 1. Aims and Review

As a school we welcome our duties under the Equality Act 2010. The general duties are to:

- Eliminate discrimination,
- Advance equality of opportunity
- Foster good relations

### Monitor and Review

Every three years, we will review our objectives in relation to any changes in our school profile. Our objectives will sit in our overall school improvement plan and therefore will be reviewed as part of this process. Those involved include, but will be not limited to SLT, Governors, SMT, teaching and support staff.

## 2. Legal Duties

We understand the principals 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 only)
- Disability
- Race (includes ethnic or national origins, colour or nationality)
- Gender (including issues of transgender)
- Gender reassignment
- Maternity and pregnancy
- Religion and belief (includes lack of belief)
- Sexual identity
- 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 how we meet the general duties. These are to:

1. Publish equality information – to demonstrate compliance with the general duty across its functions. We will not publish any information that can specifically identify any child
2. 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:

# De Bohun Primary School & Children's Centre

- Admissions
- Attendance
- Attainment and progress
- Exclusions
- Prejudice related incidents
- Teaching and Learning
- Safety and well-being of pupils, staff and visitors

Our objectives will detail how we will ensure equality is applied to the services listed 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 inequalities and barriers
- Consult and involve widely
- Strive to ensure that society will benefit

## 3. Our Ethos/Mission

### OUR MOTTO, VISION AND ETHOS

#### Our Motto

Our School Council, in consultation with our pupils, developed our motto in 2016. It was taken from our belief that anything is possible and we must give every child in our care the opportunity to surprise us.

**'From possibility to reality...'**

#### Our Vision

Our Vision Statement was finalised by the Governing Body in July 2018. It encapsulates our core values and our unbridled ambition for our children.

**"We equip children with the skills and knowledge to achieve their true potential, and inspire them with a rich and varied curriculum. We are proudly committed to an inclusive approach, while ensuring an excellent learning environment for all our pupils."**

# De Bohun Primary School & Children's Centre

## Our Ethos

### LEARNING TO LEARN

We want our children to become responsible citizens who care for their neighbours, community and the wider environment. It is most important that they understand how to look after themselves in this ever-changing world.

Accessing information has changed beyond all recognition in the past twenty years. Our global village means that we're all interconnected more so now than ever before i.e. the international financial crisis, diminishing fossil fuels or climate change etc. Our children will need to develop these skills if they are to have a world perspective, to be able to debate about a problem, to have the strength of character to embrace and drive change, to know how to work effectively in a team, to be able to respond effectively to a challenge and to not be scared of being wrong.

We need to ensure all of our children have these skills because they will have to face failure in their lives, because they will enter several jobs (many of which haven't been created or thought of yet), several markets, several new industries, several new worlds etc.

We need to identify those with particular skills – those who can debate; those who can find solutions; those who can think laterally; those who can manage teams; those who have vision; the future entrepreneur etc.

These Learning to Learn skills are the tools our children will need as they enter this brave new world. We have to think of ways which will encourage and nurture these skills in a safe and stimulating environment. If we offer them various exciting opportunities to help enable them to develop these successfully, we will be preparing our children for the future.

Through everything that we do, our children will learn about:

- **Relationships**
- **Responsibility**
- **Resilience**
- **Bring Resourceful**
- **Risk-Taking**
- **Being Reflective**

### **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 provide both our pupils and staff with an awareness of the impact of prejudice in order to prevent any incidents. If incidents still occur we address them immediately and report them to the Local Authority using their guidance material. The Local Authority may provide some support.

# De Bohun Primary School & Children's Centre

## 4. Responsibility

We believe that promoting Equality is the whole schools 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.
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.  Ensure that staff have appropriate skills to deliver equality, including pupil awareness. Ensure that all staff are aware of their responsibility to record and report 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 record and report prejudice related incidents. Ensure that recruitment and staffing practices are free of discrimination. Promote British Values, specifically tolerance in relation to equality. To review the teaching and learning resources to ensure that the Equality Duty is implemented. To ensure that policies linked to equality are implemented effectively.
Teaching Staff	Help in delivering the right outcomes for pupils.  Uphold the commitment made to pupils and parents/carers on how they can be expected to be treated.  Design and deliver an inclusive curriculum  Ensure that they are aware of their responsibility to record and report prejudice related incidents.  Ensure that assessment is used to ensure equal provision for all pupils regardless of need. Promote British Values, specifically tolerance in relation to equality.
Non Teaching Staff	Support the school and the governing body in delivering a fair and equitable service to all stakeholders  Uphold the commitment made by the head teacher/principal on how pupils and parents/carers can be expected to be treated  Support colleagues within the school community  Ensure that they are aware of their responsibility to record and report prejudice related incidents. Promote British Values, specifically tolerance in relation to equality.

## De Bohun Primary School & Children's Centre

School Community	Responsibility
Parents	<p>Take 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</p> <p>Take 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.</p>
Pupils	<p>Supporting the school to achieve the commitment made to tackling inequality.</p> <p>Uphold 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.</p>
Local Community Members	<p>Take 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</p> <p>Take an active role in supporting and challenging the school to achieve the commitment made to the school community in tackling inequality and achieving equality of opportunity for all.</p>

### Complaints

Complaints with regard to this policy will be dealt with via the schools complaints procedure, a copy of which is available on the school's website.