

Equality Policy & Objectives



Harper Bell Seventh-day Adventist School Primary School

Approved by: Governing Body

Date: 03.10. 2022

Chair's Signature Alan Beale

Next review due by: 03.10.2023

1.1 Rationale

We understand that the Equality Act 2010 combines and builds upon the existing legislation covering discrimination and promotion of equality of opportunity.

We recognise that this Act brings together into one Act those areas now known as 'protected characteristics' that qualify for protection from discrimination such as age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

We believe that everyone has the right to be treated with dignity and respect. We are opposed to any direct or indirect discrimination against individuals or groups whatever their age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex or sexual orientation.

We all have a responsibility to ensure equality permeates in to all aspects of school life and that everyone is treated equally irrespective of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. We want everyone connected with this school to feel safe, secure, valued and of equal worth.

We have high expectations of all pupils and we aim to provide them with every opportunity to succeed by providing the highest standards of teaching and learning.

We are opposed to any member of the school personnel or others connected with the school being victimized, harassed or bullied by another based on assumptions about their status in the afore mentioned categories or on any other grounds. Also, we will not discriminate against anyone because of their political affiliation.

In order to achieve the aims of this policy we will take measures of positive action to encourage or facilitate the employment or training of minority or disadvantaged groups as we recognise that the avoidance of discrimination is not sufficient in ensuring that equality exists in this school.

We as a school community have a commitment to promote equality.

1.2 Aims

To put into practice the Equality Act 2010 that combines and builds upon the existing legislation covering discrimination and promotion of equality of opportunity.

Ensures equality and good relations as part of everyday life and protection from harassment, direct and indirect discrimination.

To treat everyone equally irrespective of their gender, ethnicity, disability, religion or belief, sexual orientation, age or any other protected characteristic.

2.1 Teaching and Learning

All staff will;

- ensure that this policy is embedded into the culture of the school and the curriculum
- ensure all school personnel, pupils and parents are aware of and comply with this policy
- provide leadership and vision in respect of equality inclusion and community cohesion
- recording and dealing with incidents of racism, bullying, homophobic, transgender and other inappropriate behaviour
- seeking advice from appropriate agencies in order to ensure that this policy is kept up to date
- recording, reporting and addressing all racial incidents
- provide guidance, support and training to all staff
- act as positive role models in order to promote equality throughout the school community
- report and deal with all incidents of discrimination and unequal treatment to the Senior Leadership Team;
- maintain an overall school ethos of respect and tolerance for one another;
- promote equality, inclusion and good community relations;
- challenge inappropriate language behaviour;
- tackle bias and stereotyping;
- insist on good pupil conduct;
- act as role models;
- be alert to signs of racial harassment and bullying;
- have high expectations of all pupils;
- carefully monitor all groups of pupils to ensure that they make progress and achieve their targets;
- provide a stimulating, relevant and exciting curriculum that will motivate and enthuse all students;
- use a variety of teaching methods to ensure effective learning takes place for all pupils;
- promote equality through curriculum planning;
- ensure planning is differentiated in order to provide full access for all pupils;
- create a positive classroom ethos and is welcoming to both sexes;
- ensure pupils feel valued and have individual targets;
- open to the views of pupils
- attend appropriate training sessions;
- report any concerns they have on any aspect of the school community

2.2 Safer Recruitment Process

We are an Equal Opportunities employer and we adhere to the principles of equal opportunity in all aspects of the recruitment process.

We welcome applications for vacant posts from appropriately qualified persons regardless of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

2.3 Complaints Procedure

The complaints procedures will be used to deal with any discriminatory complaint from any member of the school personnel.

Any case of harassment will be dealt with by the school's disciplinary procedure.

2.4 Continued Professional development

We ensure all staff have equal chances of training, career development and promotion.

Periodic training will be organised for all staff so that they are kept up to date with new information and guide lines concerning equal opportunities.

2.5 Monitoring and evaluation

This policy will be reviewed annually or when the need arises by the Senior Leadership Team and Head Teacher

A statement of the policy's effectiveness and the necessary recommendations for improvement will be presented to the Governing Body for further discussion and endorsement.

3 Responsibilities and review

3.1 Key persons and responsibilities

The Governing Body has:

- delegated powers and responsibilities to the Head teacher to ensure that this policy is embedded into the culture of the school;
- delegated powers and responsibilities to the Head teacher to ensure all school personnel and stakeholders are aware of and comply with this policy;
- responsibility for ensuring that the school complies with all equalities legislation;
- nominated a designated Equalities governor to ensure that appropriate action will be taken to deal with all prejudice related incidents or incidents which are a breach of this policy;
- responsibility for the effective implementation, monitoring and evaluation of this policy

The Head teacher and the Senior Leadership Team will:

- Through Head Teachers report the HT reports details and analysis of prejudicial behaviour (racial, sexist, disability and homophobic bullying and use of derogatory language;

- ensuring that this policy is embedded into the culture of the school;
- ensure all school personnel, pupils and parents are aware of and comply with this policy;
- work closely with the link governor and coordinator;
- provide leadership and vision in respect of equality inclusion and community cohesion;
- recording and dealing with incidents of racism, bullying and other inappropriate behaviour;
- seeking advice from appropriate agencies in order to ensure that this policy is kept up to date;
- recording, reporting and addressing all racial incidents;
- provide guidance, support and training to all staff;
- monitor the effectiveness of this policy;
- annually report to the Governing Body on the success and development of this policy

Staff will:

- act as positive role models in order to promote equality throughout the school community;
- abide by and adhere to this policy;
- report and deal with all incidents of discrimination and unequal treatment to the Senior Leadership Team;
- Incidents will be recorded on Behaviour Watch and in the Hardback log books for Racial, homophobic and transphobic incidents
- maintain an overall school ethos of respect and tolerance for one another;
- promote equality, inclusion and good community relations;
- challenge inappropriate language behaviour;
- tackle bias and stereotyping;
- insist on good pupil conduct;
- act as role models;
- be alert to signs of racial harassment and bullying;
- have high expectations of all pupils;
- carefully monitor all groups of pupils to ensure that they make progress and achieve their targets;
- provide a stimulating, relevant and exciting curriculum that will motivate and enthuse all students;
- use a variety of teaching methods to ensure effective learning takes place for all pupils;
- promote equality through curriculum planning;
- ensure planning is differentiated in order to provide full access for all pupils; □ create a positive classroom ethos and is welcoming to both sexes;
- ensure pupils feel valued and have individual targets; □ open to the views of pupils
- attend appropriate training sessions;
- report any concerns they have on any aspect of the school community

Our Equality Objectives

The Equality Act 2010 requires us to publish specific and measurable equality objectives. Our equality objectives are based on our analysis of data and other information. Our equality objectives focus on those areas where we have agreed to take action to improve equality and tackle disadvantages. We will regularly review the progress we are making to meet our equality objectives.

Our Equality Objectives are:

- To improve the progress and attainment of newly arrived pupils.
- To promote mental health and wellbeing in children with protected characteristics.
- To narrow the gap in attendance for pupils with protected characteristics as defined by the Equality Act, by fostering good relationships with parents and carers and seeking to understand the barriers to good attendance.
- To increase the extent to which all pupils, including in particular those with protected characteristics as defined by the Equality Act, feel valued and confident, and in consequence more likely to achieve their potential.
- To narrow the gap between vulnerable groups of pupils and other pupils in all areas of learning, and in this way to reduce or remove inequalities in attainment throughout the school, particularly inequalities relating to the protected characteristics listed in the Equality Act
- To ensure that the staff and Governors are aware of current legislation surrounding Equality, Diversity and Disability and their responsibilities.