

BENGEO PRIMARY SCHOOL

Subject: Equality Policy	Date Reviewed: Summer 2021
Author(s): Headteacher	Frequency of Review: 3 yearly
Committee Responsible: Personnel	Next Review Date: Summer 2024

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1. **Vision and Values**

At Bengéo, we are a happy school community where children develop the curiosity, resilience, passion and knowledge to achieve and thrive.

Values <i>We want our children to:</i>		
<i>Be Ready</i>	<i>Be Responsible</i>	<i>Be Respectful</i>
<ul style="list-style-type: none">• To be empowered and to have a voice.• To develop strength and self-belief.• To engage with their learning and to strive to achieve.	<ul style="list-style-type: none">• To understand the wider world and their responsibility in it.• To be knowledgeable and to be able to apply that knowledge for the benefit of society.	<ul style="list-style-type: none">• To be empathetic and considerate to all.• To treat the world around them with kindness.

Aims

We will work hard to help children to develop into confident, responsible and caring adults in an atmosphere of tolerance and mutual respect.

We will promote the well being and development of the whole child at the school and in society, and aim to prepare them for the opportunities, responsibilities and experiences of later life.

To achieve this we will:

1. Respect the equal human rights of all our pupils and educate them about equality.
2. Work to promote positive attitudes to disability by enabling all people involved in the school community to contribute to and gain full access to all activities.
3. Create an environment where respect and racial harmony mean that all pupils are able to reach their full potential.
4. Promote gender equality in all aspects of school life by challenging stereotypes, achievement gaps and self-limiting aspirations.
5. Take account of difference (for example, disability, gender, race, religion, sexual orientation, social context e.g. Pupil Premium children, and vulnerable child status) and help to overcome any barriers to learning in order to promote achievement and fulfilment in all our pupils.
6. Respect the equal rights of our staff and other members of the community.

School Context and location:

This is a two form entry school and is located in Bengeo which lies on the outskirts of Hertford. Pupils come from a semi-rural area with a mixed catchment, which shows slightly above average social and economic circumstances. The school has a mixed catchment of private housing and social housing and little social deprivation.

The school sits in the top 20% of schools for affluence nationally and enjoys a high level of stability (93%) compared to national (86%). The school is a large school (in the top quintile nationally) and has capacity for 480 pupils.

The school is well below national averages for free school meals and children with statements. Most pupils' first language is English with only a small number of EAL pupils. Up to date details can be found on census data.

Principles

Discrimination on the basis of colour, culture, ethnicity, national origin, religious beliefs, gender, or ability is unacceptable. Every member of staff and every child personally contributes towards a happy and caring environment, ensuring respect for and appreciation of the individual.

Any incidents of racial or sexual harassment, bullying or other such behaviour are immediately brought to the attention of the head teacher. A record is kept of all such incidents. It is made clear to the offending individual that such behaviour is unacceptable. If there are any subsequent incidents, parents may be informed. Racist symbols, badges and insignias on clothing and bags are forbidden. Graffiti is also removed immediately.

The headteacher reports any racial incidents and bullying incidents at each full governing body meeting.

The school has high expectations for all pupils, and sets realistic and challenging targets. The progress and attainment of each child is monitored and evaluated, and support action taken where required.

The school values diversity amongst the staff. Appointments are made using the professional procedures set out in the school's Appointments Policy.

In line with the Equality Act, the school supports the promotion of gender equality.

Most people's gender identity aligns with their biological sex. However, for some, the match between biological sex and gender identity is not so clear, and all children need the opportunity to explore different gender roles and different styles of play. The school recognises that children need to feel comfortable with themselves, and to fulfil their own unique potential, and that stereotypes of masculine and feminine behaviours and characteristics are inaccurate.

The school welcomes diversity of all kinds and seeks to provide an inclusive learning environment for all pupils, family members and school staff. All children, irrespective of their actual or perceived sexual orientation or gender identity, have the right to a safe and healthy environment that is free from discrimination.

The standard procedures and processes of our school – disability

There is no discrimination for admission of any pupils on the grounds of Special Needs or disability. Inclusion is in compliance with the Equality Act 2010.

The school has a SEND policy which applies to children, staff, parents and governors. Access arrangements for people with disabilities are reviewed regularly by the premises committee, who have developed and implemented an accessibility plan. Adaptations to the school building where reasonable have been made.

The standard procedures and processes of our school – community cohesion

The school promotes community cohesion by promoting equality of opportunity and inclusion for different groups of pupils within school. There is a focus on equalities and a strong respect for diversity.

We promote shared values and encourage pupils to actively engage with others to understand what they all hold in common.

The school maintains strong links and multi-agency working between the school and other local agencies, such as the health care, behaviour outreach, and social services.

Good understanding of rights and responsibilities is developed and observed through curricular and extra-curricular activities, Personal, Social, Health and Emotional lessons (PSHE), Circle Time, assemblies, pupil voice and school council.

There is a strong sense of community and full involvement in the life of the school e.g. fairs, book fairs, assemblies, etc.

Children's sense of right and wrong is developed continuously through PSHE whole school themes, values, circle time, assemblies, self and peer evaluation. It is reinforced through a positive behaviour system and rewards and sanctions.

Children learn about their own culture and that of others, through the curriculum, assemblies, visits, visitors and activities.

3. Legal Background

Our school is committed to meeting its public sector statutory duties as detailed below. We understand that the duties apply to service delivery and employment and staff management as well as policy development and implementation.

General duties

Disability general duty – *Disability Discrimination Act 2005*

We have a statutory duty to carry out our functions with due regard to the need to:

- promote equality of opportunity
- eliminate unlawful discrimination
- eliminate disability-related harassment
- promote positive attitudes towards disabled people
- encourage disabled people's participation in public life
- take steps to take into account people's disabilities

Gender general duty – *Sex Discrimination Act as amended by the Equality Act 2006*

We have a statutory duty to promote gender equality with due regard to the need to:

- eliminate unlawful sex discrimination; and
- promote equality of opportunity and good relations between women and men, girls and boys

Race general duty – *Race Relations Amendment Act 2000*

We have a statutory duty to promote race equality with due regard to the need to:

- eliminate unlawful discrimination
- promote equality of opportunity; and
- promote good relations between people of different racial groups

Community cohesion duty – *Education and Inspections Act 2006*

In addition to addressing the duties outlined above, our school is committed to taking action on other equality strands (e.g. religion and belief, 'vulnerable' children) and we will also work hard to meet the duty to promote community cohesion. We will increase our focus on helping children and young people to learn to understand others, to value diversity whilst also promoting shared values, to promote awareness of human rights and to apply and defend them, and to develop the skills of participation and responsible action. We are committed to following DfES guidance in providing:

- teaching and curriculum provision that supports high standards of attainment, promotes common values, and builds pupils' understanding of the diversity that surrounds them
- lessons across the curriculum that promote common values and help pupils to value differences and challenge prejudice and stereotyping
- a programme of curriculum-based activities whereby pupils' understanding of community and diversity is enriched through fieldwork, visits and meetings with members of different communities
 - support for pupils for whom English is an additional language to enable them to achieve at the highest possible level in English

Specific duties: disability, gender and race

The specific duties ask schools to prepare and publish their policies and plans for meeting the general duties. All the specific duties have informed the production of our equality scheme. Section 4 (Roles and Responsibilities) details the involvement of all staff in the implementation of the scheme. Action relevant to disability, gender, race, community cohesion and other diversity strands is specifically identified in the Action Plan.

4. Roles and Responsibilities

The board of governors, supported by the headteacher and staff, is responsible for ensuring the implementation of the action plan.

Commitment to implementation

The headteacher retains overall responsibility for ensuring that the action plan is delivered effectively. Every 12 months, managers and key staff will report to the headteacher on actions and progress. At the first governing body meeting of the year there will be an update on progress towards our school's equality priorities on the action plan.

All staff are responsible for delivering the scheme both as employees and as it relates to their area of work.

Responsibility for	Key person
Single equality scheme	Head Teacher
Disability equality (including bullying incidents)	Head Teacher, DHT, SENCO
SEND (including bullying incidents)	SENCO
Accessibility	HT
Gender equality (including bullying incidents)	H/DHT/AHT
Equality (including racist incidents)	H/DHT/AHT
Equality and diversity in curriculum content	ALL teachers and HT
Equality and diversity in pupil achievement	DHT/Assessment /SENCO
Equality and diversity – behaviour and exclusions	H/DHT/AHT
Participation in all aspects of school life	H/DHT/AHT
Impact assessment	H/DHT/AHT
Stakeholder consultation	Head Teacher

Policy review	Personnel Committee
Communication and publishing	Head Teacher/Receptionist

Commitment to review

The school equality scheme is aligned with the School Action Plan. Its implementation will be monitored within the school's self-evaluation and other review processes as well as being updated at least annually. Following impact assessment, the whole equality scheme will be reviewed at least every three years.

Commitment to publish

We are committed to sharing information about our equality scheme as broadly as appropriate. This will be shared on the school website. To this end, we will give an annual update consisting of impact assessment results, progress, refinements, amendments and new actions.

5. Stakeholder Consultation

Our school is committed to encouraging everyone to contribute to the development and review of all policies and practices affecting the life of the school and its impact within the wider community. We have involved a number of stakeholders with particular interests in the development of this scheme. We will continue to consult various stakeholders on this scheme and on our policies

6. Impact Assessment

Impact assessment statement

All school policies will be equality impact assessed with regard to disability, gender and race at the time of review and issues arising will be carried forward into the equality action plan. Additionally, in Section 4 (Roles and responsibilities) of our equality scheme a detailed table can be found showing staff responsibilities for gathering and monitoring data on an ongoing basis.

This policy should be read in conjunction with the Accessibility policy.

Signature:	
Print Name:	Justine Page– Head Teacher
Date:	