



Western Downland C of E Primary School

In partnership with our school community we aim to provide:

“The roots to grow and the wings to fly”

Equality, Diversity and Human Rights Policy

Introduction

We believe that all pupils and members of staff should have the opportunity to fulfil their potential - whatever their background, identity and circumstances. We are committed to creating a community that recognises and celebrates difference within a culture of respect and co-operation, where any form of discrimination is not tolerated. We appreciate that a culture, which promotes equality, will create a positive environment and a shared sense of belonging for all who work, learn and use the services of our school. We recognise that equality will only be achieved by the whole school community working together – our pupils, staff, volunteers, governors, parents/carers and visitors.

This document outlines the principles, which will guide our approach to working with our school community, enabling an open culture which encourages all pupils to become responsible, respectful; and engaged citizens and preparing them for life in modern Britain.

National and Legal Context

We recognise that we have duties under the Equality Act 2010 in relation to the school community to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age (applicable only to staff), disability, race, gender (including issues of gender reassignment, maternity and pregnancy), religion and belief, sexual orientation and marital status (applicable only to staff).

In addition, we have a duty under the Education & Inspections Act 2006 to promote community cohesion, i.e. developing good relations across different cultures and groups.

We also appreciate that these duties reflect the international human rights standards as expressed in the UN Convention on Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

The Public Sector Equality Duty 2011 has three aims under the general duty for Schools:

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

This policy should be considered in conjunction with the School Behaviour policy, Anti-bullying policy, SEN policy, PHSE and RSE policy.

We welcome our duties under these acts as both a provider of education and as an employer.

School Context

Western Downland Primary School is a split site rural school – the Infant Site (incorporating the nursery) is situated in the village of Damerham, and the Junior Site in Rockbourne - serving pupils from the rural Western Downland Benefice and nearby villages. The large majority of pupils at the school are White British with a small minority coming from other ethnic groups. It is generally the case that all children speak English as their first language.

1.1 Our **Vision**: Western Downland is a Church of England Foundation Primary School. The Christian understanding which informs and underpins our shared values and activities begins from two simple principles, that everyone who forms part of our School community should be enabled to develop: **‘The Roots to Grow and the Wings to Fly’**

1.2 **“The Roots to Grow”**: We begin with a conviction that there is a starting point and foundation for all that nurtures and nourishes a fulfilling life. In Christian language, this might be called the SOURCE or ORIGIN. We seek to provide a secure, nourishing environment which feeds people’s sense of worth, which informs their appreciation of the world around them, and which fires their imagination.

“The Wings to Fly” : We believe in providing the opportunity for each person in our School to thrive, to fulfil their potential and even to reach beyond what is - as yet - possible. In the language of Christianity this might be called EXCELLENCE or TRANSCENDENCE. We seek to develop people’s confidence and self-belief, equipping them with skills and encouraging a resilience that enables them to successfully meet challenges, solve problems and overcome setbacks, as well as seeking to foster their understanding of being part of a community, in which we can gain as well as give, through the skills and insights of others. We will introduce them to new experiences and insights which will enrich their self-understanding, and enable them to move forward with a growing sense of who they are and their place in the world.

1.3 Our Christian School Values

Love: From the early Greek word ‘agape’, found in the Bible, meaning a love which is a true reflection of the love of God: unconditional, self-giving, compassionate, purposeful and transformative

Fellowship: From the early Greek word ‘koinonia’, found in the Bible, meaning a readiness to live in community with one another, recognising our interwoven lives and valuing what each person has to offer, because we are richer as each of us makes our unique contribution to the life of us all.

Righteousness From the early Greek word ‘dikalosyne’, found in the Bible, which includes a concern to live as well as we can, seeking excellence in our own lives, defending peace, pursuing justice, valuing truth and demonstrating a genuine regard for others, which shows itself in generosity of action.

Policy Overview

As a Church of England Voluntary Aided School, our approach to issues of equality is informed by our School vision together with our Christian values and beliefs which are intended to shape the activities and attitudes of all who participate in the life of our school. Our aim is to ensure a culture of mutual respect is embedded throughout the school.

We aim to foster positive attitudes and relationships together with a shared sense of cohesion and belonging. We respect the integrity of every individual and believe in the inherent worth of every adult and child, regardless of background, lifestyle or circumstance. We recognise that each person,

through their particular and distinctive experience and insight has the potential to make a unique and invaluable contribution to the success of our school.

We intend that our policies, procedures and activities should:

- Promote positive attitudes and interaction between individuals, groups and communities different from each other;
- Reduce and remove inequalities and barriers that already exist, as well as preventing these from forming;
- Observe good equalities practice in relation to staff by ensuring that our policies and practices for all staff and potential staff throughout the employment lifecycle (from recruitment through to the cessation of employment and beyond) are applied fairly and consistently across all groups with full respect for legal rights.
- Promote a zero tolerance to harassment, victimisation and discrimination of any kind;

We base our policy and practices on sound evidence and will maintain and publish information to show our sources and compliance with the appropriate policies and legislation. Our current equality statement can be found in Appendix A to this policy statement.

We will undertake a thorough review of our Equalities Policy every two years, but will keep them the document under review and formally report annually on progress towards achieving our Equalities objectives. The next formal review will be in April 2023.

We consult and involve to ensure views are heard. In our development of policies, we engage with groups and individuals, including pupils who are affected by a policy or activity to ensure that their views are taken into account. For policies and activities affecting pupils, we will take account of views expressed at school council; for parents, through parent governor representation and periodic Parent Questionnaires and for staff, through staff governor representation, opportunities at staff appraisals and in professional development opportunities. Where necessary, we will consult more widely with specific groups.

Principles

To fulfil our legal obligations, we are guided by two key principles, Equality and Diversity:

Equality

All pupils, potential pupils, their parents and carers, volunteers, staff and visitors are of equal value:

- Regardless of any disability
- Regardless of ethnicity, culture, national origin or national status
- Regardless of gender and gender identity
- Regardless of religious and non-religious affiliation or faith background
- Regardless of sexual orientation
- Regardless of marital status
- Regardless of being pregnant or have recently given birth
- Regardless of age
- Regardless of whether or not English is their first language

Diversity

We recognise and respect difference. We believe that treating people equally does not necessarily involve treating them all the same. We recognise that our policies, procedures and activities must not discriminate but must take account of diversity and the kinds of barriers and disadvantage that staff, parents/carers or pupils may face in relation to their protected characteristics:

- Disability – we note that reasonable adjustments may need to be made
- Gender (including transgender and non-binary) – we recognise that all genders may have different needs. We also recognise that some children continue to develop their sense of identity well beyond the Primary phase and particular care must be taken to support them, recognising that for some development in self-understanding and identity is non-linear and may change over time. As a consequence, education and health care professionals, as well as other adults and pupils, must be careful in assigning finite identifications.
- Religion and belief – we note that reasonable requests in relation to religious observance and practice may need to be made and complied with
- Ethnicity and race – we note that we all have different experiences as a result of our ethnic and racial backgrounds. Because some ethnic groups, especially minorities may suffer particular inequalities, attention should be given to educating, monitoring and equality in practical terms.
- Age – we value the diversity in age of staff, parents and carers
- Sexual orientation – we respect that individuals have the right to determine their own sexual identity and that they should not experience disadvantage as a result of their preference
- Marital status – we recognise that our staff, parents and carers may make their own personal choices in respect of personal relationships and that they should not experience disadvantage as a result of the relationships they have
- Pregnancy and maternity – we believe that our staff, parents and carers should not experience any unfair disadvantage as a result of pregnancy or having recently given birth

Application of the principles within this policy statement

The principles outlined in the policy statement will be applied and reflected in:

- The delivery of the school curriculum
- The teaching and learning within the school
- Our practice in relation to pupil progress, attainment and achievement
- Our teaching styles and strategies
- Our policies and practice in relation to admissions and attendance
- Our policies and practice in relation to staff
- Our care, guidance and support to pupils, their families and staff
- Our policies and practice in relation to pupil behaviour, discipline and exclusions
- Our partnership working with parents and carers
- Our contact with the wider school community

Prohibited Behaviours

The School will not tolerate any form of unlawful discrimination or Prohibited Behaviours as outlined in the Equalities Act 2012.

Roles and responsibilities

The **governing body** is responsible for:

- ensuring that the school complies with relevant legislation and fulfils the statutory duties;
- ensuring that this policy and its related procedures and action plans are implemented as well as being regularly monitored at appropriate intervals and updated as necessary;
- ensuring that arrangements are in place to deal with any concerns or unlawful action that arises.

The **headteacher** is responsible for:

- the development and implementation of this policy
- ensuring the policy is embedding in the school culture.
- ensuring that all staff are aware of the policy and their responsibilities and that they are given appropriate and timely training.
- ensuring all Staff are supported when taking appropriate action in any cases of unlawful discrimination, harassment or victimisation

All **staff** are expected to understand and work in accordance with the principles outlined in this policy in order to:

- promote an inclusive and collaborative ethos in their practice
- deal with any prejudice-related incidents that may occur
- plan and deliver curriculum and lessons
- support pupils in their class who have additional needs

Appendix A

Annual Equality Information Statement for Publication

Western Downland CofE (Aided) Primary School

Equality, Diversity and Human Rights Information Statement October 2020

Pupil Related Data

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| Pupil Profile | |
| | 200 on roll (including nursery class) |
| Boys / girls | 93 Boys (46.5%) and 107 Girls (53.5%) |
| Ethnicity | 195 pupils (97.5%) are White – British |
| EAL | 3 pupils (1.5%) do not have English as their first language |
| Children from a military background | 2 pupils (1%) |
| FSM | 19 pupils (9.5%) |
| SEN | 17 pupil (8.5%) |
| Children in the care of the local Authority (CLA) | 0 |
| Children with a disability | 1 pupil (0.5%) |
| Attendance 2019-2020 (Sept to Feb 2020) | |
| All Pupils | 98% |
| Attendance of PP children | 96.3% |
| Overall attendance for non-PP children | 98.4% |

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|---|--|
| Other | |
| Governor representation - September 2020. | There are 6 male and 6 female governors. |

Equality Objectives 2019-2023

The Public Sector Equality Duty 2011 has three aims under the general duty for Schools:

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

We welcome the intent in the Ofsted Education Inspection Framework (September 2019) to play its part in advancing equality, diversity and inclusion and in particular, note the Ofsted Education inspection framework “Equality, Diversity and Inclusion Statement” document (May 2019) which describes how the key concerns of

- a) Narrowing the curriculum, especially for the most vulnerable and
- b) Ensuring high quality education for all learners.- whether curriculum for the most disadvantaged learners is ambitious and meets the needs.

We also welcome the Statutory guidance for RSE and Health Education (2020) which articulates further the promotion of inclusive and respectful behaviours and relationships.

At Western Downland Primary School, we are committed to ensuring equality of education and opportunity for **all** pupils, staff, parents and carers 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:**

We wish to ensure that pupils and staff are treated fairly and given equal opportunity, provision and care, whether they share a relevant protected characteristic or not.

To this end, we intend to identify how effectively we comply with the requirements of the Duty in key areas of our School activities and procedures through a process of review. Our evaluation will make use of a number of tools for measurement of success, including:

- ⊕ School Data (e.g. to evaluate the progress of different groups of pupils (boys, girls, pupils with SEN, pupils who receive free school meals, the children of forces families, pupils with English as a second language, pupils with a disability, etc.)
- ⊕ Pupil surveys
- ⊕ Equality data gathered during new staff appointments
- ⊕ Equality data gathered during annual staff appraisal via a monitoring form
- ⊕ Parent Questionnaires

Objective 1

To find meaningful and positive opportunities to strengthen the ability of pupils to explore a wide range of issues affecting diversity and to discover a rich global community made up of many different parts.

- a) Audit current curriculum (especially in relation to statutory guidance for RSE & Health Education regarding teaching of respectful relationships and behaviours, valuing diversity), our resources and other ways messages about what the school values is demonstrated (eg displays, letters, website) to identify strengths and needs for development.
- b) Through staff training and discussion, ensure PHSE curriculum, resources and our wider messages, maximise opportunities to ensure the school has fully maximised opportunities to promote tolerance and respect and to eliminate discrimination, harassment, victimisation and any other prohibited conduct.
- c) Achieve Global Neighbours accreditation (Christian Aid)

Objective 2

To review equality of curriculum opportunity for all our pupils, with a particular focus on the curriculum opportunities for our most vulnerable, disadvantaged and those with special educational needs to ensure no pupils are disadvantaged in any way from a broad, rich and deep curriculum.

Date of publication: Agreed with governors October 14th 2019.

The Equality Act 2010 (Specific Duties) Regulations 2011 require Governing Bodies to publish equality objectives at intervals of no more than four years but schools should publish detail on progress towards these objectives on an annual basis and publish this detail on the school's internet site.

Policy revised: April 27th 2021

Equality, Diversity and Human Rights Policy

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| Summary: | This policy provides a framework for Western Downland School to meet the requirements of the Equality Act 2010 and the Human Rights Act 1998 | |
| Target Audience: | Children, Parents, Carers and their Families. All Western Downland School staff | |
| Next Review Date: | April 2023 | |
| Approved and Ratified by: | Committee: Church school Distinctiveness | Date: April 2021 |
| Date Issued: | April 2021 | |
| Author: Jennifer Trewin (Governor) Suzanne Simmons (Governor) | April 2021 April 2021 | |

Version Control

| Date | Author | Version | Page | Reason for Change |
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Reviewers and Contributors

| Name | Version Reviewed and Date |
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