



Sherborne C of E Primary School – Equality Policy

Created by: John Moore
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Version	Date	Page	Description of Change	Origin of Change
1	17/05/2017	All	Created new Equality Policy	John Moore
2	14/02/2023	All	Updated Sections 1-6	John Moore

Monitoring and Evaluation

The Headteacher is responsible for updating this policy in line with any new developments in the school and new government guidance. All staff are expected to follow the policy and the Governing Body will be responsible for ensuring the effectiveness of practice across the school

Discussed by the staff:

Signed: _____

Discussed by the Governing Body:

Signed: _____

Sherborne - For LIFE!

At Sherborne CofE Primary School, all stakeholders are expected to know and promote the school's aims and ethos. Our motto, Sherborne – For LIFE!, represents these aims and provides a reminder of our core purpose:

- Our school nurtures a [Love of Learning](#)
- Our school promotes [Independence and Individuality](#)
- Our school is [Fun and children leave with a sense of Fulfilment](#)
- Our school expects [Excellence from pupils and staff, and Enjoyment fills every classroom](#)

The school's motto is taken from John 10:10, where Jesus said, "I have come that they may have life, and have it to the full." We believe that having life to the full means that children receive an excellent, broad and balanced learning journey which recognises the importance of good mental and physical health. The school is clear that all children are unique, with different talents and learning needs. Each child is valued equally as a part of the school community.

All pupils, both current and past, will always be welcome at the school. Once a Sherborne pupil, children are Sherborne – For LIFE!

1. Aims

Our school aims to meet its obligations under the Public Sector Equality Duty (PSED) by having due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it

2. Legislation and guidance

This document meets the requirements under the following legislation:

- The Equality Act 2010, which introduced the Public Sector Equality Duty and protects people from discrimination
- The Equality Act 2010 (Specific Duties) Regulations 2011, which require schools to publish information to demonstrate how they are complying with the Public Sector Equality Duty and to publish equality objectives

This document is also based on Department for Education (DfE) guidance: The Equality Act 2010 and schools.

3. Purpose

The purpose of the Equality Act (2010) is to ensure that people are treated fairly at work and when using services. This policy has been written to ensure that every pupil and teacher is given an equal opportunity to achieve their full potential. In addition, each individual is entitled to learn, teach or work in a supportive environment and to benefit from the diversity of our school community.

The Equality Act protects people from discrimination on the basis of nine characteristics:

- Age
- Disability
- Gender reassignment
- Marriage or Civil Partnership
- Pregnancy and Maternity
- Race
- Religion or belief
- Sex (gender)
- Sexual orientation

Equality of opportunity is a fundamental aspect of the ethos at Sherborne C of E Primary School. It is the responsibility of the governors and the Headteacher to provide leadership in the development and implementation of effective policies to promote equality of opportunity.

4. Roles and responsibilities

The governing board will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, pupils and parents
- Ensure that the published equality information is updated at least every year, and that the objectives are reviewed and updated at least every 4 years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the Headteacher

The Headteacher will:

- Promote knowledge and understanding of the equality objectives among staff and pupils
- Monitor success in achieving the objectives and report back to governors

All school staff are expected to have regard to this document and to work to achieve the objectives as set out in section 8.

5. Fostering good relations

The school aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE, citizenship and personal, social, health and economic (PSHE) education, but also activities in other curriculum areas. For example, as part of teaching and learning in English/reading, pupils will be introduced to literature from a range of cultures
- Holding assemblies dealing with relevant issues. Pupils will be encouraged to take a lead in such assemblies and we will also invite external speakers to contribute
- Working with our local community. This includes inviting leaders of local faith groups to speak at assemblies, and organising school trips and activities based around the local community
- Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school. For example, our school council has representatives from different year groups. All pupils are encouraged to participate in the school's activities, such as sports clubs.

6. Equality considerations in decision-making

The school ensures it has due regard to equality considerations whenever significant decisions are made.

The school always considers the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, the school considers whether the trip:

- Cuts across any religious holidays

- Is accessible to pupils with disabilities
- Has equivalent facilities for boys and girls

7. Objectives

- To promote a positive self-image in all children and to respect their individuality, providing for all pupils according to their needs
- To ensure equality of opportunity permeates the whole curriculum and ethos of the School
- In delivering the curriculum, to ensure it contains non-stereotypical images in order to overcome preconceived ideas of gender, ethnic origin, culture or religion
- To include in resources books, materials and equipment that are multicultural and non-sexist, providing positive images of all groups
- To ensure that the organisation of the School is sensitive to the needs of all
- To acknowledge the richness and diversity of British society and to help prepare children for their part in that society
- To develop a positive attitude to equal opportunity by all staff, parents, helpers, governors, children and all who participate in the School.

8. Staff

The School values diversity amongst the staff. In all staff appointments the most suitable candidate will be appointed on professional criteria, with recruitment carried out ensuring safer recruitment in education procedures are adhered to, and in a manner consistent with the requirements of the Equality Act 2010.

9. Daily procedures

- Children, parents and staff will be given equal treatment, equal opportunity to voice their opinions and equal access to resources
- Teaching material and other forms of communication are reviewed on a regular basis to ensure compliance with this policy
- Positive action, especially by pupils, will continue to be rewarded and made known to the wider school community
- Collective Worship and Assembly times will reinforce good behaviour in the area of equal opportunities
- Staff meetings will include equal opportunity issues, with particular reference to this policy and its inclusion in curriculum activity
- Clear and constant messages will be given regarding the School's values and disciplinary procedures in line with the policy on behaviour.

10. Involving parents

As with all school policies, there is a critical role to be played by parents. Several aspects of this document have referred to the consultation process and the need to reinforce good behaviour in our community.

Parents will continue to be informed of their child's behaviour, good and bad, together with any aspects of their attitude towards others which gives rise to concern. Initial liaison regarding discrimination problems is expected to be of an informal nature by the class teacher.

However, records will be maintained of abuses and ongoing concerns will be discussed in depth by the Headteacher and parents. Parents who are unavailable/unwilling to discuss individual cases will receive a letter inviting their response, a copy of which will be held on file.

All forms of discrimination by any person within the School are to be treated seriously and a careful note kept of any such incidents. It must always be made clear that such behaviour is unacceptable. Subsequent incidents should be reported to the Headteacher, when a decision will be made as to involvement of the parents of the children concerned.

In the event that formal disciplinary proceedings are contemplated, or if co-operation is not evident, the governing body will be consulted and a plan of action agreed. Continued unacceptable behaviour could result in exclusion procedures for the pupil.

11. Success criteria

The measurement of equal opportunities in practice requires a variety of criteria to be assessed, of both a quantitative and qualitative nature. Key areas for consideration are:

- The level of complaints by pupils, staff and parents will be reviewed three times per year (or more frequently if unsatisfactory trends are evident)
- Attendance records, punctuality and unauthorised absences will be examined in this respect
- The degree of pupil-pupil and pupil-teacher interaction during learning/play periods is deemed equally important
- SATs results need constant attention and samples analysed to detect signs of underachievement against baseline assessments, teachers' expectations etc.

12. Practice around the school

- All children should have work displayed at some time during the school year
- Children with special educational needs must be given equal access to the curriculum
- All children have equal access to extra-curricular activities
- Staff need to have an awareness of the demands of the individual and endeavour to give equal attention and speak in the same manner to all children, avoiding bias when praising or disciplining
- All children should have equal opportunities to help with jobs and mixed groups should move PE equipment
- All children must have an opportunity to take books home to read
- Children should be involved in formulating class rules at some point in each academic year

- Parents and link governors have an opportunity to view the type of teaching/work undertaken in support of the curriculum. This should encourage an independent perspective of the way in which the 'wider community' is portrayed.

Our aim is to have a zero incidence of, and tolerance for, discriminatory behaviour. The School should exude a confident, progressive approach to the aims set out in this policy, actively demonstrating the benefits of mixed contributions and teamwork.

14. Ethos

- To ensure that displays around the School reflect a variety of positive images which are free from stereotyping associated with gender, race or physical disability
- To plan a programme of Worship and assemblies which includes opportunities to challenge prejudice, question stereotyping and enhance understanding of our multi-cultural and pluralistic society
- To ensure that all Worship and assemblies are free from messages or language which undermine principles of tolerance or understanding
- To encourage adults from a broad spectrum of society to visit the School
- To provide training and support in order to ensure that playtime supervisors uphold the principles of equal opportunities in their work with children
- To ensure that sanctions used in the School are the same for boys and girls and applied equally
- To encourage an understanding of the ways in which language can be used to stereotype and undermine confidence
- To make clear that homophobic, sexist and racist abuse is unacceptable
- To ensure that school publications reflect the commitment to equal opportunities and are free from gender or cultural bias
- To provide access throughout the school site for wheelchair users and people with other disabilities, as resources allow
- To encourage and develop positive links with the local community
- To make all visitors feel welcome.

15. Classroom practice and delivery

- To ensure equal access to resources, equipment and toys
- To take steps to build the skills and confidence of children in areas where they may traditionally be lacking in confidence, e.g. dance or sewing for boys, football or construction for girls
- To ensure equal opportunities for talking and listening in whole class discussion, group work and paired work

- To divide teacher time equitably between girls and boys
- To create an environment in which co-operation is central and in which children will work in a range of grouping contexts (single or mixed sex, mixed ability, random or compatible) comfortably and with purpose
- To teach children the skills to resolve conflicts and become assertive.

16. Curriculum Planning & Design

- To review the taught curriculum and actively seek opportunities to address the issues of equal opportunities
- To ensure that multi-cultural issues are not presented in a tokenistic way
- To be aware of, and challenge, bias and stereotypical viewpoints within our teaching and language e.g. only presenting images of Africa as poor and rural
- To draw on examples from many cultural traditions and recognise Britain as having a diverse cultural background
- To help children explore the idea of 'stereotyping' in order that they can make more informed choices in relation to their identity (i.e. gender, ethnic or cultural background, disability)
- To be aware of the balance of male/female roles, disabled/able-bodied and roles from a variety of cultural backgrounds, when choosing historical figures or the work of artists, composers, authors etc. as a focus for a curriculum area.

17. Assessment

- To monitor assessment procedures to ensure that they are not distorted by stereotyped attitudes and expectations

18. Resources

- To prepare and select resources which are free from cultural or gender bias, wherever possible
- Where their use is unavoidable, to employ biased resources as a means of provoking discussion of equal opportunities issues.