



Dry Sandford Primary School

Vision- Leading Lifelong Learning; Creating Caring Communities

Equalities Statement, Objectives, and Policy

Equality Statement

At Dry Sandford Primary School, we are committed to ensuring equality of opportunity for all pupils, staff, parents and carers irrespective of race, gender, disability, belief, sexual orientation, age or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and ability to participate fully in school life. This commitment applies to our work in the classroom, our pupil support systems, our recruitment and retention of staff, and our work in the local and wider community and is reflected in all our policies and practices.

At our school, we believe that diversity is a strength which should be respected and celebrated by all those who learn, teach and visit us. We aim to be a school where everyone:

- Is respected and respects others
- Takes part in the life of the school
- Achieves their potential
- Develops skills essential to life
- Exercise choices
- Celebrates cultural diversity

We tackle discrimination through the positive promotion of equality and justice, by challenging bullying and stereotypes, and by creating an environment based on our values; kindness, respect. Creativity and determination and our vision, Leading Lifelong learning; creating caring communities. Our ethos champions respect for all. We ensure equality of opportunity in teaching and learning by:

- Ensuring equality of access for all pupils and preparing them for life in a diverse society
- Using materials that reflect the diversity of the school, population and local community without stereotyping
- Promoting attitudes and values that challenge any discriminatory behaviour or prejudice
- Providing opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures
- Seeking to involve all parents in supporting their child's education
- Utilising teaching approaches appropriate for the whole school population which are inclusive and reflective of our pupils and the wider community

Dry Sandford School is a one form entry primary school with a capacity of around 140 pupils aged between 4 and 11. The make-up of the school is predominantly White British with a small percentage of pupils from other ethnicities, faiths and backgrounds.

We believe that equity at our school should permeate all aspects of school life and is the responsibility of every member of the school and wider community. Every member of the school community should feel safe, secure, valued and of equal worth. We are committed to establishing, maintaining and developing a school culture and ethos, based on our core British values, which promotes equality of opportunity for all, opposes all forms of harassment, prejudice, and discriminations, and which publicly celebrates diversity and the achievements of all. We intend to achieve this through:

- Fostering a positive atmosphere of mutual respect and trust among pupils and staff from all ethnic, religious, and socio-economic backgrounds
- Ensuring equality of access to all opportunities for all pupils in order that they might be prepared for their next step in life
- Choosing teaching topics and using resources that reflect the diversity, interests, and concerns of our school (and the wider local) community
- Preventing and dealing effectively with bullying and harassment
- Ensuring that parental financial constraint does not restrict pupil engagement at school, attending school trips or afterschool clubs
- Monitoring progress and attainment of pupils from specific groups to ensure that everyone achieves their best
- Actively consider new and review previously identified barriers to learning
- Ensure that methods of communication reflect and accommodate the diversity of the school community

Dry Sandford Primary School Equality Policy

The purpose of this policy is to underpin our commitment to being a tolerant, understanding and compassionate community and to guide us in our endeavour to ensure that Dry Sandford School welcomes all pupils and their families, members of staff, governors and people from the wider community and upholds our core values of kindness, respect, determination and creativity.

Introduction

As a school we welcome our duties under the Equality Act 2010 to have due regard to the need to:

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

Specifically, due regard is to be given within the school to:

- a) Remove or minimise disadvantages suffered by persons who share a relevant protected characteristic
- b) Take steps to meet the needs of pupils who share a protected characteristic if their needs are different to those who do not share that characteristic.
- c) Encourage persons who share a protected characteristic to participate in public life or in any other activity in which participation by such persons is disproportionately low, by tackling prejudice and promoting understanding.

The act defines nine “protected characteristics”. They are: i) age; ii) disability; iii) gender reassignment; iv) marriage and civil partnership; v) pregnancy or maternity; vi) race; vii) religion or belief; viii) sex; ix) sexual orientation. The characteristic “race” includes colour, nationality and ethnic or national origin. The characteristic “religion” also includes religious or philosophical belief or lack of religion or belief.

The act rules against **direct discrimination** whereby a person is treated less favourably in relation to one of the protected characteristics than they would otherwise be treated.

The act also identifies **indirect discrimination**, whereby a provision, criterion or practice is applied which discriminates in relation to a relevant protected characteristic, and in so doing, puts someone at a disadvantage and is not a proportionate means of achieving a legitimate aim.

The act also defines **harassment** as engaging in unwanted conduct which violates a person's dignity or creates an intimidating, hostile, degrading, humiliating or offensive environment for that person, due to one of the protected characteristics.

Schools must not discriminate, either directly or indirectly, nor victimise or permit harassment in the following ways:

- a) Through their admissions arrangements, or by non-admittance
- b) In the way education is provided
- c) In the way the school permits the pupils access to a benefit, facility or service, or by not permitting access
- d) By not providing education
- e) By excluding from school
- f) By subjecting the pupil to any other detriment.

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.

The school recognises that new Positive Action provisions in the Equalities Act 2010 allow us to target measures that are designed to alleviate disadvantages experienced by, or to meet the particular needs of, pupils

with particular protected characteristics. If we decide to use these we will ensure that it is a proportionate response to achieve the relevant aim.

Roles and Responsibilities

The Governing Body 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, and that they are reviewed and updated at least once every four 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 amongst staff and pupils and identify any staff training needs
- 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 below.

Eliminating discrimination

The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions. Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

Staff and governors are regularly reminded of their responsibilities under the Equality Act, for example during meetings. Where this has been discussed during a meeting it is recorded in the meeting minutes.

New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training every September.

Advancing equality of opportunity

As set out in the DfE guidance on the Equality Act, the school aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people which are connected to a particular characteristic they have (e.g. pupils with disabilities, or gay pupils who are being subjected to homophobic bullying)
- Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling Muslim pupils to pray at prescribed times)
- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all pupils to be involved in the full range of school societies)

In fulfilling this aspect of the duty, the school will:

- Publish attainment data each academic year showing how pupils with different characteristics are performing
- Analyse the above data to determine strengths and areas for improvement, implement actions in response and publish this information
- Make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying)
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils

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 and is formed of pupils from a range of backgrounds. All pupils are encouraged to participate in the school's activities, such as sports clubs. We also work with parents to promote knowledge and understanding of different cultures
- We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach

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

The school keeps a written record (known as an Equality Impact Assessment) to show we have actively considered our equality duties and asked ourselves relevant questions. This is recorded at the same time as the risk assessment when planning school trips and activities. The record is completed by the member of staff organising the activity and is stored electronically with the completed risk assessment.

Monitoring & reporting arrangements

The Headteacher will update the equality information we publish, demonstrating compliance with the three aims of the Equality Duty within all our functions, annually. To achieve the specific duties, we will collect and analyse data related to the protected characteristics to determine our focus for the equality objectives.

We will ensure that the information we publish and the equality objectives that we set are easily accessible for all and easy for everyone to understand and use.

Our Equality Policy and Statement will be reviewed by the Headteacher and approved by the Governing Body (delegated to the Performance and Standards Committee) every four years.

Additional notes:

Cross referenced with the following policies:

School vision & aims
Antibullying & behaviour
Accessibility plan
SEN
Teaching and Learning
Equality Plan

Links <https://www.equalityhumanrights.com/en/equality-act>
[https://dera.ioe.ac.uk/16086/1/public_sector_equality_duty_guidance_for_schools_in_engl and_fin al.pdf](https://dera.ioe.ac.uk/16086/1/public_sector_equality_duty_guidance_for_schools_in_engl_and_fin_al.pdf)

HEADTEACHER SIGNATURE: Katie Friday

GOVERNOR SIGNATURE:

DATE ADOPTED: April 2024

DATE FOR REVIEW: April 2028