

Rooted & Grounded in Love



Manston St James Primary Academy

# POLICIES & PROCEDURES

## Equality Policy

Date Policy Approved: March 2020

Approving Body: Local Governing Body

Next Review Date: February 2021

Previous Review Date:

# **Manston St James Primary Academy**

## **Equality Policy**

At Manston St James we believe every child in our care is a unique child of God. Our Mission is:

- To provide a safe nurturing environment where children can achieve their full potential.
- To deliver a curriculum that inspires a lifelong love of learning.
- To value all faiths and cultures and celebrate diversity.
- To build strong relationships with the local community and wider world.
- To develop a sense of self-respect and responsibility to others and the environment

Our School Council summarised this as Respect, Believe, Enjoy, Achieve

All this is achieved within a framework of strong Christian values.

### **School Statement on equality**

Every person in our school community has been made in the image of God and is loved unconditionally by God. Everyone is equal and we treat each other with dignity and respect. Our school is a place where everyone should be able to flourish in a loving and hospitable community. Each person in all their unique difference should be able to thrive, irrespective of physical appearance, gender, race, religion, ethnicity, socio-economic background, academic ability, disability, sexual orientation or gender identity.

We are committed to promoting the understanding of the principles and practices of equality – treating all members of our school community as individuals, according to their needs, with an awareness of our diverse society and appreciating the value of difference. We actively seek to challenge discrimination and we promote an anti-bullying stance which makes clear the unacceptability of racist, disablist and homophobic, biphobic and transphobic bullying and language.

### **1. Legal framework**

We welcome our duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age (as appropriate), disability, gender identity, race, religion, sex and sexual orientation.

We 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.

## **2. Guiding principles**

Our approach to equality is based on the following key principles:

### **Principle 1: All members of the school and wider community are of equal value**

We see all members of the school and wider community of equal value:

- whether or not they are disabled;
- whatever their ethnicity, culture, religious affiliation, national origin or socioeconomic circumstances;
- whichever their gender and sexual orientation;
- whatever their age.

### **Principle 2: We recognise and respect diversity**

Treating people equally does not necessarily involve treating them all the same. Our policies, procedures and activities must not discriminate, but are differentiated, as appropriate, to take account of differences of life-experience, outlook and background, and in the kinds of barrier and disadvantage which people may face, in relation to:

- disability, so that reasonable adjustments are made.
- ethnicity, so that different cultural backgrounds and experiences of prejudice are recognized.
- gender and sexual orientation so that the different needs and experiences of girls and boys, women and men are recognised.
- age.

### **Principle 3: We foster positive attitudes and relationships, and a shared sense of cohesion and belonging**

We intend that our policies, procedures and activities should promote:

- positive attitudes towards disabled people, good relations between disabled and non-disabled people, and an absence of harassment of disabled people;
- positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, religious affiliation, national origin or socio-economic circumstances, and an absence of prejudice-related bullying and incidents;
- mutual respect and good relations between boys and girls, women and men, and an absence of sexual harassment;
- promote positive intergenerational attitudes and relationships.

**Principle 4: We will ensure that the recruitment, retention and ongoing development of staff is undertaken in a fair and equitable manner to support our academy's vision and values**

Policies and procedures should benefit all employees and potential employees, for example in recruitment and promotion, and in continuing professional development:

- whether or not they are disabled;
- whatever their ethnicity, culture, religious affiliation, national origin or socioeconomic circumstance;
- whichever their gender and sexual orientation;
- whatever their age.

**Principle 5: We aim to reduce and remove inequalities and barriers that already exist**

In addition to avoiding or minimising possible negative impacts, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist between:

- disabled and non-disabled people; o people of different ethnic, cultural and religious and socio-economic backgrounds o girls and boys, women and men;
- Lesbian, Gay, Bisexual and Transgender;
- Age (where appropriate).

**Principle 6: We consult widely**

People affected by a policy or activity should be consulted and involved in the design of new policies, and in the review of existing ones. We involve where ever possible:

- disabled people as well as non-disabled;
- people from a range of ethnic, cultural and religious and socio-economic backgrounds;
- both women and men, and girls and boys;
- Lesbian, Gay, Bisexual and Transgender;
- a variety of age groups.

**Principle 7: We feel that the community as a whole should benefit**

We intend that our policies and activities should benefit society as a whole, both locally and nationally, by fostering greater social cohesion, and greater participation in public life of:

- disabled people as well as non-disabled;
- people of a wide range of ethnic, cultural and religious and socio-economic backgrounds;
- both women and men, girls and boys;
- Lesbian, Gay, Bisexual and Transgender;
- people of different ages and between generations.

**Principles in themselves are not enough**

In the light of the principles stated above, we have identified practical priorities and plans of specific action, in order to promote equality in:

- disability;
- ethnicity;
- gender;
- Sexual orientation;
- Religion and belief;
- age;
- socio-economic circumstances.

These are outlined in our Single Equalities Action Plan.

### **3. Development of the policy**

This policy follows the latest review of the Equality Policy 2014-17. In May 2017 the academy joined a different Trust that being Abbey Multi Academy Trust. The transition also saw new senior leaders appointed to the academy. There have been significant changes to membership of the Senior Leadership Team and Local Governing Body within the past two years.

During the period of the previous policy the Diocese has undergone change through amalgamation with two other dioceses to create a single Diocese of Leeds. The new Diocese has renewed its vision and reshaped its mission. The Diocesan mission statement for all its people is 'Living, Loving, Learning'.

At national level The National Society has evolved to become the Church of England Education Office (CEEO). Since 2014, the CEEO has provided a wide range of reports and guidance that support and inform the creation of policies and procedures at the academy. This includes:

- Valuing All God's Children (2017)
- Unlocking Gifts
- The Fruit of the Spirit
- What If? Learning
- Making a difference (2014)

These documents can be found at <https://www.churchofengland.org/more/education-and-schools/education-publications>

The Church of England published its first Vision of Education a publication describing the Church of England's passion for and commitment to education for all learners irrespective of physical appearance, gender, race, religion, ethnicity, socio-economic background, academic ability, disability, sexual orientation or gender identity.

The vision is deeply Christian, with Jesus' promise of 'life in all its fullness' at its heart. In line with the Church of England's role as the established Church, its vision is for 'the common good of the whole community'.

- **Educating for wisdom, knowledge and skills:** enabling discipline, confidence and delight in seeking wisdom and knowledge, and developing talents in all areas of life.
- **Educating for hope and aspiration:** enabling healing, repair and renewal, coping wisely when things go wrong, opening horizons and guiding people into ways of fulfilling them.
- **Educating for community and living well together:** a core focus on relationships, participation in communities and the qualities of character that enable people to flourish together.
- **Educating for dignity and respect:** the basic principle of respect for the value and preciousness of each person, treating each person as a unique individual of inherent worth.

<https://www.churchofengland.org/more/education-and-schools/vision-education>

This policy represents an initial amendment to ensure it meets legal and statutory requirements. In light of so many changes to the academy and new support, guidance and documentation this policy will be fully reviewed, reshaped and informed in 2019-20 by the Local Governing Body's review of its vision and mission statement.

#### **4. Links to other policies and documentation**

We ensure that the principles listed above apply to all of our policies and practice including those that are concerned with:

Pupils' progress, attainment and achievement

- Pupils' personal development and wellbeing
- Teaching styles and strategies
- SMSC and PSHE
- Admissions and attendance
- Staff recruitment, retention and professional development
- Care, guidance and support
- Special educational needs
- Behaviour, discipline and exclusions
- Bullying and addressing prejudice related bullying
- Working in partnership with parents, carers and guardians
- Working with the wider community

We also ensure that information about our responsibilities under the Equality Act are included in our school development plan, self-evaluation review, the school prospectus, school web site and newsletters.

## **5. Our actions**

**To eliminate discrimination, harassment and victimisation**

We meet our legal duty and live out our guiding principles listed above by:

- Opposing to all forms of prejudice which stand in the way of fulfilling legal duties for all aspects of equality:
  - prejudices around disability and special educational needs;
  - prejudices around racism and xenophobia, including those that are directed towards religious groups and communities, for example anti-Semitism and Islamophobia, and those that are directed against Travellers, refugees and people seeking asylum;
  - prejudices reflecting sexism and homophobia.
- Providing guidance to staff on how prejudice-related incidents should be identified, assessed, recorded and dealt with.
- Taking seriously our obligation to report regularly to the local authority about the numbers, types and seriousness of prejudice-related incidents at our academy and how they were dealt with in line with existing and future legal requirements.

**To advance equality of opportunity between different groups**

We meet our legal duty and live out our guiding principles listed above by:

- Ensuring new policies and practices, and reviews of current policies and practices do not discriminate any group or individual.
- Taking account of the needs of individuals in light of the needs of others as individuals, groups and the community for learning, working and volunteering and facilitating change as needs change.
- Regularly and frequently monitoring and evaluating the impact of policies and practices on individuals and groups, including the impact of enabling opportunity for one on that of another, over time.
- Remaining alert to the potential impact of any negative, prejudicial language or behaviour on particular learners and groups of learners and addressing any such consequence with a sense of urgency and immediacy.

### To foster good relations

We meet our legal duty and live out our guiding principles listed above by:

- Being explicit in how we role model and communicate our expectations for attitudes and behaviours to each other demonstrating respect, courtesy and concern for everyone, including visitors and guests at all times.
- Teaching and explaining our Christian values through collective worship, personal, social, health and relationships curriculum, religious education, public celebration of spiritual growth, learning achievements and personal successes.
- Exploring diversity of faith, religion, culture, spirituality and community through the religious education curriculum.
- Guidance, advice to families including explanation of our expectations and practices for positive behaviour management.

### Other ways we address equality issues

#### The Curriculum

- We actively seek opportunities to review the curriculum (including the hidden curriculum) and curriculum subject or areas in order to ensure that teaching and learning reflect the seven principles outlined above.
- We ensure staff are offered the opportunity to engage in appropriate training and development to support the achievement of the seven principles.

#### Actions plans

- We plan improvement and developments for all areas of school life with reference to the principles above
- We frequently, and regularly, review and reshape our action plans to ensure changing needs of all groups and individuals are identified and addressed.
- Our plans for learners are fully informed by available school, Trust, local and national information and data to ensure equality of opportunity for learners across the school by comparison with those beyond it.

- We use published, proven research to inform action plans ensuring the most effective approaches and strategies are used to enhance and enrich learning opportunities and academy development process and practices.

### **Our ethos and organisation**

We ensure that the principles listed above apply also to the full range of our policies and practices, including those that are concerned with:

- learners' progress, attainment and assessment;
- learners' and staff personal development, welfare and well-being;
- teaching styles and strategies; o admissions and attendance;
- staff and governor recruitment, retention and professional development;
- care, guidance and support;
- behaviour, discipline and exclusions;
- working in partnership with parents, carers and guardians;
- working with the wider community;
- Participation of groups in wider academy activities;
- Preparing all members of the learning community for living and positively contributing to a diverse society.

## **6. Disseminating the policy**

We ensure that this policy is known to all staff and governors, parents and carers and, as appropriate, to all pupils. This policy, our equality objectives and data are all available on our school website.

## **7. Roles and responsibilities**

The governing body is responsible for ensuring that the academy complies with current legislation, and that this policy and its related procedures and strategies are implemented.

- A dedicated member, Neil Morrisroe, of the governing body has a watching brief regarding the implementation of this policy.
- The Executive Principal and Headteacher are responsible for implementing the policy; for ensuring that all staff, governors and visitors are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination.
- A senior member of staff, Mrs Ashleigh Dunn Headteacher, has day-to-day responsibility for coordinating implementation of the policy.
- All staff are expected to:
  - o promote an inclusive and collaborative ethos in their classroom;
  - o challenge and deal with any prejudice-related incidents that may occur;
  - o identify and challenge bias and stereotyping in the curriculum;
  - o support pupils in their class for whom English is an additional language;
  - o keep up-to-date with equalities legislation relevant to their work;

- o pupils have the opportunity to have their voices heard with regards to equality issues.

## **8. Staff development and training**

We ensure that all staff, including support staff, receive appropriate training and opportunities for professional development, both as individuals and as groups or teams.

## **9. Breaches of the policy**

Breaches of this policy will be dealt with in the same way that breaches of other school policies are dealt with, as determined by the Headteacher and governing body.

## **10. Monitoring and evaluation**

We collect, study and use quantitative and qualitative data relating to the implementation of this policy and make adjustments as appropriate.

In particular, we collect, analyse and use data relation to achievement, broken down as appropriate according to disabilities and special educational needs; ethnicity, culture, language, religious affiliation, national origin, socio-economic circumstances, gender and age.

To review good practice, we make use of a range of auditing schedules.

### **Date of Last review:**

Headteacher signed:                      Ashleigh Dunn    Date: February 2020

Chair of governors signed:    Neil Morrisroe    Date: February 2020

Policy Review Date: February 2021