



**Sandford St. Martin's**  
P R I M A R Y S C H O O L

# **Equality Policy 2023-25**

**Our mission statement: Learn Love Laugh**

### **Safeguarding**

***If there are any Safeguarding issues that arise from the implementation of this policy, then they should be dealt with in accordance with the School's Safeguarding policy. Any safeguarding concerns should be referred directly to the School by telephone or in person for the attention of the Designated Safeguarding Lead along with any concerns relating to the Prevent Strategy.***

## **Aims**

Through this policy Sandford St Martin's Primary School will aim to not only fulfil its public duty to eliminate unlawful discrimination but will also seek to advance equality of opportunity and foster good relations in connection with disability, ethnicity, gender, religion, sexual identity, and where appropriate, age. The guiding principles in this policy refer to all individuals and therefore are applicable to pupils, staff and Governors and additionally to visitors to Sandford St Martin's Primary school.

At Sandford St Martin's Primary School, Staff, Parents and Children work together to create a happy, caring environment that children want to belong to.

## Introduction

This policy reflects the Single Equality Act 2010 which harmonises and replaces previous legislation including:

- The Race Relations Act 1976
- Disability Discrimination Act 1995
- Gender Recognition Act 2004
- Sex Discrimination Act 1975

This policy therefore supersedes all previous school policies on Disability, Ethnicity (ie Race) and Gender.

This policy reflects the school's Safeguarding/Child Protection Policy and Prevent Strategy.

## Legal Framework

There are nine equality strands known as 'protected characteristics' that are identified as duties within the Equality Act 2010 and its schedules.

1. Race Ethnicity/ BAME (Including Gypsy and Traveller groups)
2. Gender identity and transgender
3. Disability
4. Religion, faith and belief
5. Sexual orientation (Homophobia)
6. Sex
7. Age
8. Pregnancy and maternity
9. Marriage and civil partnership

Each relates to direct discrimination, discrimination by association, discrimination by perception, indirect discrimination, harassment and victimisation. Sandford St Martin's Primary school will seek to achieve positive action in respect of the Act. A list of terminology can be found at Schedule 28 of the Equality Act 2010 at:

[www.legislation.gov.uk/ukpga/2010/15/pdfs/ukpga\\_20100015\\_en.pdf](http://www.legislation.gov.uk/ukpga/2010/15/pdfs/ukpga_20100015_en.pdf)

It is important to note that all schools have a positive duty to comply with the Equality Act 2010 and failure to do so could result in legal action against the school's Governing body. It is important that the school also considers its moral obligation to comply with the Act and the potential impact on public confidence should it fail to do so. Employees of the

school acting on behalf of the Governing body are also liable for their own discriminatory actions.

Sandford St Martin's Primary school is mindful of the Public Sector Equality Duty which came into force on 5 April 2011, and will publish relevant information on the school's website:-

- Equality information (for schools with more than 150 employees)
- Our Equality Objectives. This will be reviewed and reported upon annually.

### **Good practice**

- 1) We will strive to achieve a cohesive community and expect that children respect one another and behave with respect to one another, and that their parents/carers feel fully engaged in the school.
- 2) We aim to enhance a wider sense of community locally, as well as in the context of the UK and world communities.
- 3) We support 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. Through our policies and actions we undertake to ensure that every child and young person is healthy, safe, is able to enjoy and achieve in their learning experience, and is able to contribute to the wider community.
- 4) We consider it prudent and sensible to maintain the practice of logging racist incidents and reporting them to the LA. We monitor and log incidents that discriminate against children and young people or adults with protected characteristics within our school eg homophobic bullying. We also monitor and record bullying incidents towards those with special educational needs, (see anti-bullying policy). These log books will be retained in the Head teacher's office.

## **Guiding principles**

In fulfilling our legal obligations and establishing our school ethos we are guided by 9 principles:

### **Principle 1: All learners are of equal value**

We view all learners and potential learners, and their parents and carers as of equal value:

- Whether or not they are disabled
- Whatever their ethnicity, culture, religious affiliation, national origin or national status
- Whatever their gender or gender identity
- Whatever their sex and sexual orientation

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

Treating people fairly (Principle 1 above) does not necessarily involve treating them equally as people's needs differ. Policies, procedures and activities must not discriminate but must nevertheless take account of differences of life-experience, outlook and background, and in the kinds of barriers and disadvantages which people may face in relation to:

- Disability, so that reasonable adjustments are considered
- Personal need, so that reasonable adjustments are considered
- Ethnicity, so that different cultural backgrounds and experiences of prejudice are recognised
- Gender or gender identity
- Sex and sexual orientation

### **Principle 3: We foster positive attitudes and relationships**

Policies and procedure and activities promote a shared sense of cohesion and belonging through and actively promote:

- Positive attitudes and actions towards people with different educational needs, disabled people, good relations between disabled and able-bodied people, and an absence of harassment of disabled people.

- Positive interaction, good relations and dialogue between groups and communities differing from each other in terms of ethnicity, culture, religious affiliation, national origin or national status, 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 and homophobic harassment.

**Principle 4: We observe good equality practice in staff recruitment, retention and development**

Policies and procedures benefit all employees and potential employees, for example in recruitment and promotion and in continual professional development.

- Whether or not they are disabled
- Whatever their ethnicity, culture, religious affiliation, national origin or national status
- Whatever their gender, sex and sexuality and with full respect for legal rights relating to pregnancy and maternity

**Principle 5: We aim to remove inequality and any barriers that exist**

In addition to avoiding or minimising possible negative impacts of our policies, we will actively seek out opportunities to maximise positive impacts by reducing and removing inequality and any barriers that may already exist between:

- Disabled and able bodied people
- People of different ethnic, cultural and religious backgrounds
- Gender or gender identity
- Sex and sexual orientation

Each school generated policy (not those centrally published by the LA) will have an individually considered impact assessment to establish any effect on these protected groups in order to promote discussion within the Governing body in order to reduce or remove such effects.

**Principle 6: We consult and involve widely**

People likely to be affected by a policy or activity should be consulted and involved in the design of new policies and in the review of existing ones. Consultation involves:

- Disabled and able-bodied people
- People of differing ethnic, cultural and religious backgrounds
- Gender or gender identity
- Sex and sexual orientation

Consultation is encouraged through publication of school policies on the website and through regular annual reviews. We aim to provide an open and accessible library of school policies available for all.

### **Principle 7: We address prejudice and related bullying**

We oppose all forms of prejudice which stand in the way of fulfilling our legal and moral duties listed previously including:

- Prejudices around disability and special educational needs
- Prejudices concerning racism and xenophobia, including those that are directed against religious groups and communities, for example anti-Semitism and Islamophobia, and those that are directed against Travellers, migrants, refugees and people seeking asylum
- Prejudice reflecting sexism or homophobia, gender or transgender

### **Principle 8: Society as a whole should benefit**

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 and able-bodied people
- People with educational, social or behavioural needs
- People of different ethnic, cultural and religious backgrounds
- Gender or gender identity
- Sex and sexual orientation

### **Principle 9: Objectives**

Each 3-4 years we formulate and publish specific and measurable equality objectives based on the evidence we have collected and published in relation to:

- Disability
- Ethnicity, religion and culture
- Gender

These are published alongside this policy.

## **Arrangements, Roles and Responsibilities**

1. The equality objectives for Sandford St Martin's Primary school will be set out formally and are referenced in the annual School Improvement Action Plan. They will be reviewed annually and refreshed on a four-year cycle.

2. Sandford St Martin's Primary school will undertake Equality Impact Assessments (EIA) when creating, renewing or reviewing any school generated (not those centrally published by the LA) policy or practice to ensure full compliance with the Equality Act 2010. These will consist of an Initial Screening Record (ISR) (See Appendix B) that will seek to identify any discrepancies or issues that are inconsistent with the Equality Act or offend our school Guiding Principles. If any issues are identified by the ISR, then a full Equality Impact Assessment (EIA) must be completed and referred to the Headteacher and Governing Body to assess for remedial action. (Refer to County Hall for full EIA guidance.)

The purpose of an equality impact assessment is to identify:

- Whether there is a negative impact on one or more of the protected characteristics and if there is, how can any impact be reduced, removed or justified.
- Whether there exists the potential to have a positive impact on equality by reducing or removing inequality and barriers that already exist.

## **Curriculum**

1. Curriculum information will also be evaluated by looking specifically at equality groups in addition to the standard analysis conducted by the school. Any reasonable adjustments will be identified and consideration given for their inclusion to ensure that equality groups are supported positively.



2. All other data relating to whole school monitoring will encompass scrutiny of equality information so that groups are supported positively.
3. When it is reviewed, each curriculum subject or area will ensure that teaching and learning will reflect our Guiding Principles as set out above.

### **Staff and Governors**

1. The Governing body is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and action plans are implemented.
2. A member of the Governing Body has the role of monitoring the implementation of this policy.
3. The Headteacher is responsible for implementing the policy; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any case of unlawful discrimination.
4. A senior member of staff has day to day responsibility for co-ordinating implementation of this policy.
5. All staff are expected to
  - Adhere to this policy
  - Promote equality and inclusion in their classrooms, amongst colleagues and with visitors to the school.
  - Deal with any prejudice related incidents that may occur and ensure that they comply with the reporting/logging mechanisms to provide an open and transparent system for learning from issues raised.
  - Plan and deliver curricula and lessons that reflect our Guiding Principles

- Provide and analyse quantitative and qualitative data that supports better understanding of equality groups and any issues that may arise eg attendance, bullying, exclusion.
- Undertake or support Equality Impact Assessments processes.
- Attend appropriate training that enables Sandford St Martin's Primary school to keep up to date with equality issues and discharge its duties.

6. All staff and Governors have access to training and a selection of resources which discuss and explain the concepts of equality, diversity and community cohesion. We value the opportunity to take a holistic approach in fulfilling our equality duties.

7. All staff and Governors will exercise their safeguarding and Prevent Strategy (prevention of radicalisation and extremism) responsibilities in relation to equality matters and ensure that any bullying or challenging of Human Rights is addressed immediately and reported appropriately.

## Appendix A:

# Equality Impact Assessment 2023-25

### Initial screening record

1. Which policy / major decision is being considered?

2. Upon whom will this impact?

3. Does this policy raise any equality issues by having an impact that may disadvantage one or more of the target groups?

The protected characteristics	NO	YES
Race		
Gender Assignment		
Disability		
Religion, Faith or Belief		
Sexual Orientation		
Sex		

Age (N/A to pre-school and school children)		
Rurality		
Pregnancy & Maternity		
Marriage & Civil Partnership		

4. Does data, research and/or consultation support this assessment for the groups outlined below, including Ofsted & SEF Reports, parental concerns via correspondence, questionnaires.

	NO	YES
Race		
Gender Assignment		
Disability		
Religion, Faith or Belief		
Sexual Orientation		
Sex		
Age		
Pregnancy & Maternity		
Marriage & Civil Partnership		

If the answer is YES 3. please elaborate & describe actions taken in order to mitigate the impact

Do you consider that a full Equality Impact Assessment is required? NO/YES

If either of the two responses above is YES, inform the head teacher and refer to County Hall for professional EIA guidance.

Initial screening carried out by .....

Signed ..... Date .....

Comments by Head teacher:

Date.....



**SANDFORD ST MARTIN'S CE (VA) PRIMARY SCHOOL**

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