



**Sutton Bonington
Primary School**

Equality Policy and Objectives

Approved: November 2023

Next Review: Autumn 2027

Objectives to be reviewed annually

1 Aims and Objectives

The aim of our Equality Policy is to ensure our school meets the Equality Act 2010 legislation. This policy has been developed to help our school meet the duty to:-

- Eliminate unlawful discrimination, harassment, victimisation and other prohibited conduct
- Advance equality of opportunity between those who have a protected characteristic and those who do not
- Foster good relations between those who have a protected characteristic and those who do not

1.1 Guiding Principles

Our guiding principles can be found in Appendix One. The objectives which we identify take into account national and local priorities and issues as appropriate, and will be informed by analysis of our equality information which we will review annually.

2 Implementation of the policy

The school operates equality of opportunity in its day-to-day practice in the following ways:

2.1 Teaching and Learning

We aim to provide all pupils with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, we:

- Use contextual data to improve the ways in which we provide support to individuals and groups of pupils;
- Monitor achievement data by ethnicity, gender and disability and action any gaps;
- Take account of the achievement of all pupils when planning for future learning and setting challenging targets;
- Ensure equality of access for all pupils and prepare them for life in a diverse society;
- Use materials that reflect the diversity of the school, population and local community in terms of race, gender and disability, without stereotyping (see appendix 2);
- Promote attitudes and values that will challenge racist and other discriminatory behaviour or prejudice (appendix 3);
- Provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures (appendix 2);
- Seek to involve all parents in supporting their child's education;
- Encourage classroom and staffroom discussion of equality issues which reflect on social stereotypes, expectations and the impact on learning;
- Include teaching and classroom-based approaches appropriate for the whole school population, which are inclusive and reflective of our pupils (see Appendix 2).

2.2 Admissions and exclusions

Our admissions arrangements are fair and transparent, and do not discriminate on race, gender, disability or any other protected characteristic.

Exclusions will always be based on the school's Behaviour Policy. We will closely monitor exclusions to avoid any potential adverse impact and ensure any discrepancies are identified and dealt with. Please see the SEND Policy for further information regarding admissions.

2.3 **Equal Opportunities for Staff**

We are committed to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing and employment. All staff appointments and promotions are made on the basis of merit and ability and in compliance with the law. We strive to ensure wherever possible that the staffing of the school reflects the diversity of our community and wider society as a whole.

2.4 **Employer Duties**

As an employer we need to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce.

Equality aspects such as gender, race, disability, sexual orientation, gender re-assignment and faith or religion are considered when appointing staff and particularly when allocating Teaching and Learning Responsibilities (TLR) or re-evaluating staff structures, to ensure decisions are free of discrimination.

Governors have adopted the HR policy "Recruitment and Selection of School Staff". It provides guidance to ensure that recruitment decisions are free of discrimination. Governors follow equality guidance on gender, race, disability, sexual orientation, gender re-assignment and faith or religion; all of which are considered when appointing staff and particularly when allocating Teaching and Learning Responsibilities (TLR) or re-evaluating staff structures.

Actions to ensure this commitment is met include:

- Monitoring recruitment and retention of staff;
- Continued professional development opportunities for all staff;
- Senior Leadership Team support to ensure equality of opportunity for all

3 **Tackling Discrimination**

3.1 Harassment on account of race, gender, disability, sexual orientation or of any other protected characteristic is unacceptable and is not tolerated within the school environment.

3.2 All staff are expected to deal with any discriminatory incidents that may occur. They are expected to know how to identify and challenge prejudice and stereotyping; and to support the full range of diverse needs according to a pupil's or adults individual circumstances.

3.3 Racist and homophobic incidents and other incidents of harassment or bullying are dealt with by the member of staff present, escalating to a class teacher / head teacher where necessary. All incidents are reported to the head teacher and racist incidents are reported to the governing body on an annual basis.

3.4 What is a discriminatory incident?

Harassment on grounds of race, gender, disability, sexual orientation or other factors, can take many forms including verbal or physical abuse, name calling, exclusion from groups and games, unwanted looks or comments, jokes and graffiti.

A prejudice-related incident is defined by the Stephen Lawrence Inquiry Report (1999) as: **'any incident which is perceived to be racist by the victim or any other person'**.

- 3.5 Types of discriminatory incidents (these are some examples and not an exhaustive list):
- Physical assault against a person or group because of their colour, ethnicity, nationality, disability, sexual orientation or gender;
 - Use of derogatory names, insults and jokes;
 - Racist, sexist, homophobic or discriminatory graffiti;
 - Provocative behaviour such as wearing racist, sexist, homophobic or discriminatory badges or insignia;
 - Bringing discriminatory material into school;
 - Verbal abuse and threats;
 - Incitement of others to discriminate or bully due to victim's race, disability, gender or sexual orientation;
 - Discriminatory comments in the course of discussion;
 - Attempts to recruit others to discriminatory organisations and groups;
 - Ridicule of an individual for difference e.g. food, music, religion, dress etc;
 - Refusal to co-operate with other people on grounds of race, gender, disability or sexual orientation.

4 Roles and Responsibilities

4.1 The Governing Body

- The governing body has set out its commitment to equal opportunities in this plan and it will continue to do all it can to ensure that the school is fully inclusive to pupils, and responsive to their needs based on race, gender and disability.
- The governing body seeks to ensure that people are not discriminated against when applying for jobs at our school on grounds of race, gender or disability.
- The governors take all reasonable steps to ensure that the school environment gives access to people with disabilities, and also strive to make school communications as inclusive as possible for parents, carers and pupils.
- The governors welcome all applications to join the school, whatever a child's socio-economic background, race, gender or disability.
- The governing body ensures that no child is discriminated against whilst in our school on account of their race, sex or disability.

4.2 The Head Teacher

- It is the head teacher's role to implement the school's Equality Policy and she is supported by the governing body in doing so.
- It is the head teacher's role to ensure that all staff are aware of the Equality Policy, and that teachers apply these guidelines fairly in all situations.
- The head teacher ensures that all appointment panels give due regard to this policy so that no-one is discriminated against when it comes to employment or training opportunities.
- The head teacher promotes the principle of equal opportunity when developing the curriculum, and promotes respect for other people and equal opportunities to participate in all aspects of school life.
The head teacher treats all incidents of unfair treatment and any prejudice related incidents, with due seriousness.

4.3 The Role of Staff

- All staff will ensure that all pupils and parents/carers are treated fairly, equally and with respect, and will maintain awareness of the school's Equality Policy.
- All staff will strive to provide material that gives positive images based on race, gender and disability, and challenges stereotypical images.
- All staff will challenge any incidents of prejudice, racism or homophobia, and record any serious incidents, drawing them to the attention of the head teacher.

- Teachers support the work of ancillary or support staff and encourage them to intervene in a positive way against any discriminatory incidents.

5 Monitoring and review

This policy will be regularly monitored and reviewed by staff and governors to ensure that it is effective in tackling discrimination, promoting access and participation, equality and good relations between different groups, and that it does not disadvantage particular sections of the community.

See also:

- SEND Policy
- Behaviour Policy
- Accessibility Plan

Policy Reviewed Autumn 2023 - to be reviewed annually

Appendix One

GUIDING PRINCIPLES

In fulfilling the legal obligations outlined within this policy, we are guided by nine principles:

Principle 1: All learners are of equal value.

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

- whether or not they are disabled
- whatever their ethnicity, culture, national origin or national status
- whatever their gender and gender identity
- whatever their religious or non-religious affiliation or faith background
- whatever their sexual identity.

Principle 2: We recognise and respect difference.

Treating people equally (Principle 1 above) does not necessarily involve treating them all the same. Our 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 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 recognised
- gender, so that the different needs and experiences of girls and boys, and women and men, are recognised
- religion, belief or faith background
- sexual identity.

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 national status, and an absence of prejudice-related bullying and incidents
- mutual respect and good relations between boys and girls, and women and men, and an absence of sexual and homophobic harassment.

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

We ensure that 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 national status
- whatever their gender and sexual identity, and with full respect for legal rights relating to pregnancy and maternity.

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

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

- disabled and non-disabled people
- people of different ethnic, cultural and religious backgrounds
- girls and boys, women and men.

Principle 6: We consult and involve widely

We engage with a range of groups and individuals to ensure that those who are affected by a policy or activity are consulted and involved in the design of new policies, and in the review of existing ones. We consult and involve:

- disabled people as well as non-disabled people from a range of ethnic, cultural and religious backgrounds
- both women and men, and girls and boys.
- homosexual people as well as heterosexual.

Principle 7: Society 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 backgrounds
- both women and men, girls and boys
- homosexual people as well as heterosexual.

Principle 8: We base our practices on sound evidence

We maintain and publish information about our progress towards greater equality in relation to:

- disability
- ethnicity, religion and culture
- gender.

Principle 9: Objectives

We formulate and publish specific and measurable objectives, based on the evidence we have collected and published (principle 8) and the engagement in which we have been involved (principle 7), in relation to:

- disability
- ethnicity, religion and culture
- gender.

We recognise that the actions resulting from a policy statement such as this are what make a difference.

We keep our equality objectives under review and report annually on progress towards achieving them.

Appendix Two
Cultural Diversity and Equal Opportunities in the Curriculum at
Sutton Bonington Primary School

Approximately 80% of the children at our school are of white-British origin. Consequently we recognise our duty to provide our children with a true reflection of the culturally diverse nature of British society in the 21st Century. Our curriculum, ethos and environment strive to promote multi-cultural awareness, celebration, understanding and respect.

This is achieved in the following ways...

- Displays, resources, toys and books reflect a true multi-cultural picture of Britain and the wider world
- Curriculum planning includes topics that promote cultural diversity
- RE work includes a focus on festivals, multi-cultural stories and different faiths and customs
- Themed days/weeks
- Assemblies celebrating different stories and festivals
- Visitors- dancers, musicians, theatre groups
- Hi-light the need for politically correct language and present accurate terms to staff
- Ensure that people with disabilities are reflected in our school displays and resources
- Provide children with access to the arts, music and examples of culture from different countries and backgrounds
- Continue to promote the Sutton Bonington Values initiative throughout the school.

Appendix Three

Equal Opportunities at Sutton Bonington Primary School

Gender

Gender is the expected social role which a person takes on as a result of cultural influences. It is learned through socialisation rather than the effect of biology. Gender discrimination can manifest itself through stereotyping, curriculum bias, organisation and expectations and we must be vigilant to ensure that all aspects of life at Sutton Bonington Primary School promote gender equality. Gender differences need to be recognised and celebrated within the school but not used to promote inequality of opportunity, whether consciously or unconsciously.

Race

Racist behaviour may be defined as any hostile or offensive act or expression by a person of one racial and ethnic origin against a person of another racial group or ethnic origin or any incitement to commit such an act in such a manner that it interferes with the peace and comfort of the aggrieved person.

Racism of any kind within the school will not be tolerated and will be dealt with immediately. Racist comments, language, gestures, pictures, behaviour or expectations will not be tolerated at all and should be dealt with immediately. Staff should challenge any such incidents immediately as follows:

- Inappropriate resources, pictures or graffiti must be removed and destroyed
- Racist or discriminatory comments however mild in their form (for example- jokes, banter, slang, and generalisations) MUST be addressed and explained to be unacceptable. All incidents should be reported to the head, who will record where appropriate.
- Racist issues must be followed up in the classroom through story/circle or discussion times to promote understanding and re-educate prejudicial views.

Disability Equality

As a school we must ensure that we promote equality of opportunity between disabled and other people, promote positive attitudes towards disabled people and provide an environment that is welcoming to, reflective of and accessible to all people with disabilities. Children must develop a sense of respect towards people of all abilities. See the school's Accessibility Plan for further details and guidance.

Age

Ageism has a dramatic, detrimental effect on older people but this is often not acknowledged. At Sutton Bonington we strive to respect and celebrate people of all ages in our work and environment. Visitors to and workers in the school are entitled to fair treatment irrespective of their age, in order to ensure the fair treatment of older people.

Religion

Our school is committed to valuing diversity in the community and respects the rights of individuals to practice their religion or beliefs without fear of intimidation, harassment or violence. We aim to provide an environment that is sensitive to and respectful of people's religious and other beliefs, practices and obligations. We will promote understanding through our RE curriculum, topic work and assemblies to break down barriers, ignorance, intolerance and discrimination based on the grounds of religion or beliefs.

Positive Discrimination

Inequality in the ability and skills inherent in children exists within every school. At times, a decision may be made to offer additional support to children with specific needs in English, Mathematics, P.E or ICT. In each instance an informed assessment of need will be made and provision put in place to promote and encourage equality of opportunity in future learning.

Appendix 4

Sutton Bonington Primary School
Equality Objectives 2023/2024

Objective 1 – Promote positive attitudes towards race, religion and culture

Why: To increase awareness of different races, religions and cultures through positive representation and improved understanding of how we are all different yet the same.

How: Assemblies; our RE curriculum; displays; books that share promote diversity; topics which cover a range of cultures and background; focus on British values and Our Sutton Bonington Values; clear anti-bullying policy; focus on anti-bullying and promoting an understanding of what bullying is; investigate holding a culture week in school; Y5/6 DART programme.

Outcome: Children and adults have a positive attitude towards race, religion and an acceptance of others' cultures.

Objective 2 – Promote mutual respect and acceptance of others' background through a better understanding of different families.

Why: To help the children of Sutton Bonington grow into fair, respectful, tolerant citizens.

How: Assemblies; focus on 'different families, same love' resources – these should be displayed in classrooms and around school; displays; books that share promote diversity; topics which cover a range of cultures and background; focus on British values and Our Sutton Bonington Values; clear anti-bullying policy; focus on anti bullying and promoting an understanding of what bullying is; Y5/6 DART programme.

Outcome: Children and adults have a positive attitude towards others and an acceptance of others' backgrounds.

Objectives to be reviewed in line with this policy annually.

Review of 2023/24

Objective 1 - Promote positive attitudes towards race, religion and culture

- **Actions taken:** RE curriculum has been refreshed; topics have been refined to ensure there is an awareness of diversity e.g. slave trade; clear displays around school promoting protected characteristics, school values and British values; anti-bullying policy has been refined and anti-bullying week celebrated; a focus has been put on trusted adults; Y5/6 have taken part in the DART programme.
- **Impact:** Incidents of prejudice-based behaviour are low in school – where they have occurred, effective action is taken and show that they are not repeated by the same children; pupil interviews show that children can recall the school values and can discuss British values; monitoring shows that the RE curriculum is taught and that some pupils have a growing understanding of world religions.

Objective 2 – Promote mutual respect and acceptance of others' background through a better understanding of different families.

- **Actions taken:** PSHE scheme of work has been refined and refreshed to include a focus on families and diversity; Stonewall 'different families, same love' resources have been shared in assemblies and around the school; clear displays around school promoting protected characteristics, school values and British values; anti-bullying policy has been refined and anti-bullying week celebrated; Y5/6 have taken part in the DART programme.
- **Impact:** Incidents of prejudice-based behaviour around different families are very low in school – where they have occurred, effective action is taken and show that they are not repeated by the same children; pupil interviews show that children can recall the school values and can discuss British values; monitoring shows that the PSHE curriculum

is taught and that pupils have a growing understanding different families and respect for others.

Objectives for 2024/25

It was decided to continue to work on the objectives from 23/24 in line with the school's ongoing curriculum and personal development work.

Within the two objectives, the school should focus on the following specific points:

- Hold a culture week in school to further develop children's understanding of culture and diversity – this should include a focus on world religions and different ways of live across different areas of the world including music, stories and art.
- Further define the school's values so that all children have a deeper understanding of what they mean and how to demonstrate them in everyday life.
- Continue to refine the RE curriculum with a focus on children, especially at KS2, being able to recall the 6 world faiths, key celebrations, special texts and places of worship.
- Clarify to a greater extent what is covered in assemblies with regards to the school values and how children's understanding of different cultures and British values as well as their overall cultural capital can be further developed.

Documents/References

For further reference please see the following school policies:

- Policy for SEND

- Accessibility Action Plan
- Child Protection Policy
- Physical Handling Policy
- Behaviour Policy
- Safeguarding Policy
- Anti-Bullying Policy
- The Equality Act 2010 <http://www.legislation.gov.uk/ukpga/2010/15>
- The Equality Act 2010 and Schools DFE May 2014
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/315587/Equality_Act_Advice_Final.pdf
- The Equality and Human Rights Commission (EHRC) (detailed technical guidance for schools) <http://www.equalityhumanrights.com/advice-and-guidance/education-providers-schools-guidance>
- Sutton Bonington Primary School Local Offer (link to this on school website: www.suttonbonington.org.uk)