



Lady Boswell's C.E. (Aided) Primary School

*Learning Together,
Christ at the Centre,
Learning for Life*

EQUALITY POLICY

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Policy authorised by: FGB

Signature:

Author of Policy: Co-Headteachers

At Lady Boswell's, Christ is at the centre of our school. We value every member of our community as a unique child of God and seek to demonstrate his love through our words and actions. These values underpin the practice and procedures outlined in this policy.

Lady Boswell's school is committed to an inclusive Christian ethos based on respect for, and celebration of, all children and stakeholders regardless of gender, disability, faith and racial diversity.

School Context

Lady Boswell's CE VA Primary School is a 2 form entry, Church of England primary school in Sevenoaks, Kent. Our school values: **love, respect, faith, kindness, forgiveness** and **honesty** underpin everything we do

Introduction

At Lady Boswell's School we welcome our duties under the Equality Act 2010 (and non-statutory guidance set out by the government in May 2014) as both a provider of education and as an employer (see the 'Safer Recruitment' policy). We recognise that equality is achieved by the whole school community working together with this common goal, and with respect for the equal rights of all. At Lady Boswell's we will give relevant and proportionate consideration to the duty, so decision makers in schools must have due regard when making a decision, developing a policy or taking an action as to whether it may have implications for people because of their protected characteristics.

We expect that all staff will be role-models for equal opportunities, deal with bullying and discriminatory incidents and be able to identify and challenge prejudice and stereotyping.

At Lady Boswell's School, our children are encouraged to respect diversity and become tolerant individuals who are concerned for the needs of each other, the school, the local community and the wider world.

We are committed to promoting equality of opportunity and tackling discrimination in all its forms. We believe that discrimination on the basis of race, culture, religion, disability, gender and sexual orientation is unacceptable. We will therefore challenge all forms of discriminatory, racist, disablist, sexist or homophobic language or behaviour. We are committed to creating a community that recognises and celebrates difference within an ethos-driven culture of respect and co-operation that fosters a strong sense of belonging.

We are committed to equal opportunities and by this we mean that all pupils should have access to a broad and rich curriculum and be able to take part fully in all aspects of school life, regardless of race, culture, religion, disability, gender or sexual orientation. Opportunities are offered for all to develop to their full potential and achieve success. To ensure this happens, wellbeing and inclusion are woven through our School Improvement plan. We seek to develop each child's self-confidence, recognising their strengths and encouraging them to achieve their full potential.

National and Legal Context

We recognise, and will ensure that all staff are aware that we have duties under the Equality Act 2010 in relation to the school community to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age (applicable only to staff), disability, race, gender (including issues of transgender), maternity and pregnancy, religion and belief, sexual orientation and marital status

(applicable only to staff). We will ensure that all staff are aware of the different forms of discrimination and what 'reasonable adjustments' mean in practice.

We also recognise that we have a duty under the Education & Inspections Act 2006 to promote community cohesion, i.e. developing good relations across different cultures and groups.

We also appreciate that these duties reflect the international human rights standards as expressed in the UN Convention on Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

Principles

To fulfil our legal obligations, we are guided by a number of principles.

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

- Whatever their **age**
- Whatever their **sex**
- Whatever their **race** (ethnicity, culture, national origin or national status)
- Whether or not they are **disabled**
- Whatever their **religion or belief** and non-religious affiliation or faith background
- Whatever their **marital status** (including civil partnership)
- Whether they are currently **pregnant** or have recently given birth (**maternity**)
- Regardless of their **sexual orientation**
- Whatever their gender identity or if they are planning to undergo or have undergone **gender reassignment**

1. We recognise and respect difference

We recognise that treating people equally does not necessarily involve treating them all the same. We recognise that our policies, procedures and activities must not discriminate but must take account of diversity and the kinds of barriers and disadvantage that staff, parents/carers or pupils may face in relation to their protected characteristics.

2. 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 and interaction between groups and communities different from each other
- an absence of harassment, victimisation and discrimination in relation to any protected characteristics.

3. We observe good equalities practice in relation to staff

We ensure that our policies and practices for all staff and potential staff throughout the employment lifecycle, i.e. from recruitment through to the cessation of employment and beyond, are applied fairly and consistently across all groups with full respect for legal rights, taking into account aspects applicable to particular groups (e.g. duty to make reasonable adjustments for disabled staff). Our staff make a conscious decision to work within a church school, and model the Christian values explicit in our ethos, with the understanding that this

does not impact on their personal choices which are separate from the professional domain, and will be respected as such.

4. We aim to reduce and remove inequalities and barriers that already exist.

We intend that our policies, procedures and activities avoid or minimise any possible negative impacts and we aim to reduce inequalities that exist between groups and communities different from each other.

5. We consult and involve to ensure views are heard

In our development of policies, we engage with groups and individuals, including pupils who are affected by a policy or activity to ensure that their views are taken into account. For policies and activities affecting pupils, we will take account of views expressed at school council; for parents, through parent governor representation and for staff, through staff governor representation. Where necessary, we will consult more widely with specific groups.

6. We aim to foster greater community cohesion

We intend that our policies, activities and curriculum foster greater social cohesion and provide for an equal opportunity to participate in public life irrespective of the protected characteristics of individuals and groups.

7. We base our practices on sound evidence

We maintain and publish information annually to show our compliance with the public sector equality duty, set out under section 149 of the Equality Act 2010. Our current equality information can be found on our school website.

8. We set ourselves specific and measurable equality objectives

We develop and publish specific and measurable objectives every four years based on the evidence that we have gathered and the engagement we have been involved in. The objectives can be found on our school website and take into account both national, county and school level priorities. We will set ourselves new objectives every four years, but keep them under review and make adjustments where necessary. We report annually on our school website progress towards achieving them.

Application of the principles within this policy statement:

The principles outlined in the policy statement will be applied and reflected in:

- Accessibility of our school environment and any enrichment activities/trips
- The content and delivery of the school curriculum, to promote awareness of equality, share common values and ensure awareness of diversity and challenge prejudice and stereotyping
- Our practice in relation to pupil progress, attainment and achievement, including robust monitoring systems
- Our teaching styles and strategies

- Our policies and practice in relation to admissions and attendance
- Our policies and practice in relation to staff, including recruitment and retention
- Our care, guidance and support to pupils, their families and staff
- Our policies and practice in relation to pupil behaviour, discipline and exclusions, including monitoring and dealing effectively with any bullying or prejudice related incidents.
- Our partnership working with parents and carers, and seeking advice from external agencies where relevant
- Our contact with the wider school community

Addressing prejudice and prejudice-related bullying

The school is opposed to all forms of prejudice including, but not limited to prejudice related to protected characteristics. We will ensure that prejudice-related incidents in relation to staff and pupils are recorded and dealt with appropriately.

Roles and responsibilities

The governing body	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 and that arrangements are in place to deal with any concerns or unlawful action that arises, also to ensure that all other school policies promote equality. They will give due regard to the Public Sector Equality Duty when making decisions.
Co-Headteachers	The Co-Headteachers are responsible for implementation of this policy, ensuring that all staff are aware of their responsibilities and given appropriate training and support to enable them to report/follow up any incidents, and for taking appropriate action in any cases of unlawful discrimination, harassment or victimisation.
Inclusion Manager	The Inclusion Manager is responsible for enacting this policy, its commitments and procedures and associated responsibilities, especially in regard to ensuring quality provision for all SEND pupils based on need.
All Staff	All staff are expected to work in accordance with the principles outlined in this policy to: <ul style="list-style-type: none"> • promote an inclusive and collaborative ethos in their practice and not discriminate on any grounds, modelling equal opportunities through their words and actions • deal with any prejudice-related incidents or bullying that may occur • plan and deliver curricula and lessons • support pupils in their class who have additional needs • attend training/information opportunities necessary in order to keep up to date with equality legislation and enact this policy

Visitors and volunteers	Responsible for complying with the principles outlined in this policy and to refrain from engaging in any kind of discriminatory behaviour whilst on school premises.
All pupils	All pupils are expected to refrain from any discriminatory behaviour, and will be supported by quality education to ensure they demonstrate respect for all. (See Behaviour Policy)

Appendix A: Definitions

Cohesion People from different backgrounds getting on well together (good community relations). There is a shared vision and sense of purpose or belonging. Diversity is valued. Relationships are strong, supportive and sustainable. Cohesion is an outcome of equality and inclusion.

Community From Lady Boswell’s perspective, the term “community” has a number of meanings:
The *school community* – the pupils we serve, their families and the school’s staff.
The *local community* within which the school is located – in its geographical community, and the people who live and/or work in that area. The *community of Britain* – all schools by definition are part of it.
The *global community* – formed by European and international links.

Diversity the inclusion of people from a range of protective characteristics and differences.

Equality This is more clearly defined as equality of opportunity and outcome, rather than equality of treatment. This means treating people fairly and according to their needs as some people may need to be treated differently in order to achieve an equal outcome.

Gender Dysphoria Gender dysphoria is a recognised condition in which a person feels that there is a mismatch between their gender assigned at birth and their gender identity.

Gender assigned at birth the categorisation of either male or female, depending on the appearance of the infant’s external organs.

Gender identity is the gender that a person “identifies” with, or feels themselves to be.

Direct discrimination - Less favourable treatment because of a protected characteristic.

Discrimination by association or perception - For example, discriminating against someone because they “look gay”, or because they have a gay brother; discriminating against someone because they care for a disabled relative.

Harassment - Conduct which has the purpose or effect of violating dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment. It includes harassment by a third party (e.g. customer or contractor) in the employment context.

Inclusive Making sure everyone can participate, whatever their background or circumstances.

Indirect discrimination - A provision, criteria or practice that puts a person at a particular disadvantage and is not a proportionate means of achieving a legitimate aim. It is also unlawful to discriminate because of the sex, race, disability, religion or belief, sexual orientation or gender reassignment of another person with whom the pupil is associated.

Victimisation - Subjecting a person to a detriment because of their involvement with proceedings (a complaint) brought in connection with this Act.

The 'Protected Characteristics' within equality law are:

- age
- disability
- gender reassignment
- marriage or civil partnership (in employment only)
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation