



SESAT Equality Policy
Barnfields Primary School

Date Approved: September 2021	Print Name: Matthew Rowell
Date to be Reviewed: September 2022	Signed: Matthew Rowell

1. Aims

SESAT seeks to ensure that no member of the school community, or any person through their contact with the school, receives less favourable treatment on any grounds which cannot be shown to be justified. This covers the nine protected characteristics of **race, disability, sex, age, religion or belief, sexual orientation, pregnancy, maternity and gender**. Equality and Diversity is more than just meeting legal obligations or targets. It makes a difference to the lives of the people we serve, treating all people with dignity and respect, and recognising the value of each individual. This means an ongoing commitment to ensuring that our services meet the varied and individual needs of children and young people in our school. We will make sure that our employment practices are fair and promote equality. We will actively value the wide variety of lifestyles and cultures, locally and nationally. We will prepare children and young people for living in a diverse society with increasing global connections and controversial issues.

We will ensure that the principles of this policy are reflected in all our policies, practices, procedures and services and are part of everything we do.

a) In accordance with Barnfields school values we pledge to:

- **Respect** the equal human rights of all our pupils
- Educate them in equality, through the understanding and importance of **collaboration** and **love** for one another
- **Respect** the equal rights of our staff and other members of the school community
- Ensure that all staff and children have the right to be able to fulfil their **aspirations**
- Ensure that all staff and children feel safe in our environment and have the right to **enjoy** their school life
- Instil the **courage** in the staff and children to stand up and be proud of who they are

b) We will assess our current school practices and implement all necessary resulting actions in relation to the nine protected characteristics.

c) We will promote community cohesion at school, local, national and global levels, comparing our school community to its local and national context and implementing all necessary actions in relation to the nine protected characteristics.

2. The Legal Framework

Under the **Equality Act 2010**, we see it as our duty to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age, disability, ethnicity, gender, religion and sexual identity.

3. Guiding Principles

At SESAT, we fully endorse and accept the following principles:

- **All learners are of equal value**
All learners and potential learners are of equal value and benefit equally from school policies, practices and programmes, whatever their ability, background, gender or cultural identity.

- **Relevant differences are recognised**
Treating people equally can mean treating them differently. Policies, practices and programmes do not discriminate, but may be differentiated to take account of differences of life experience, outlook and background, and in the kinds of barrier and disadvantage which people may face.
- **We foster positive attitudes, relationships and a shared sense of belonging**
Policies and programmes promote positive attitudes and interaction, mutual respect and good relations, an absence of harassment or prejudice-related bullying between people of different ability, background, gender or cultural identity.
- **Staff recruitment, retention and development**
Policies and procedures benefit all employees and potential employees in recruitment, professional development and promotion. Steps are taken to positively promote equality, especially where there is evidence of inequality.
- **Current inequalities and barriers are addressed and reduced**
In addition to avoiding or minimising possible negative impacts of policies and programmes, we take opportunities to maximise positive impacts by addressing, reducing and removing inequalities and barriers that already exist between people of different ability, background, gender or cultural identity.
- **Policy development involves widespread consultation and involvement**
People affected by a policy or programme are consulted and involved in the design of new policies, and in the review of existing ones. Such consultation is both direct and through representative organisations, and is based on principles of transparency and accountability. It involves those who in the past have been excluded or disadvantaged, and who continue to face barriers.
- **Society as a whole benefits**
Policies and programmes benefit society as a whole, locally, nationally and internationally, by fostering greater cohesion and greater participation in public life of people of different ability, background, gender or cultural identity.

5. Aims to Eradicate Discrimination

We believe that a greater level of success from pupils and staff can be achieved by realising the uniqueness of individuals. Creating a prejudice-free environment where individuals feel confident and at ease is a commitment of the school. This environment will be achieved by:

- Being respectful.
- Always treating all members of the school community fairly.
- Developing an understanding of diversity and the benefits it can have.
- Adopting an inclusive attitude.
- Adopting an inclusive curriculum that is accessible to all.
- Encouraging compassion and open-mindedness.

We are committed to having a balanced and fair curriculum. We believe that our pupils should be exposed to ideas and concepts that may challenge their understanding, to help ensure that pupils learn to become more accepting and inclusive of others. Challenging and controversial concepts will be delivered in a way that prevents discrimination and promotes inclusive attitudes. We will also respect the right of parents to withdraw their children from certain classes which pose conflicts to their own beliefs.

5. Addressing Prejudice and Prejudice-related Bullying

SESAT is opposed to all forms of prejudice which stand in the way of us fulfilling our legal duties. We take seriously our obligation to report regularly to the local authority about the numbers, types and seriousness of prejudice-related incidents at our school and how they are dealt with in relation to:

- 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, migrants, refugees and people seeking asylum.
- Prejudices reflecting sexism and homophobia

We do not tolerate any form of prejudice-related incident. Whether direct or indirect, we treat discrimination against all members of our school with the utmost severity. When an incident is reported, through our thorough reporting procedure, our school is devoted to ensuring appropriate action is taken and a resolution is put into place which is both fair and firm.

Our pupils are taught to be:

- Understanding of others
- Celebratory of cultural diversity
- Eager to reach their full potential
- Inclusive
- Aware of what constitutes discriminatory behaviour

SESAT employees will not:

- Discriminate against any member of the school community.
- Treat other members of the school community unfairly.

SESAT employees will:

- Promote diversity and equality.
- Encourage and adopt an inclusive attitude.
- Lead by example.

6. Religious Observance

We respect the religious beliefs and practice of all staff, pupils and parents, and comply with reasonable requests relating to religious observance and practice.

7. Staff Development

Staff undertake training and development in relation to equality in terms of professional responsibilities as well as statutory requirements as and when appropriate. This may take the format of staff development meeting updates or full training sessions when needed. All staff are given equal opportunity to take part in staff training and have access to courses appropriate to their professional development and responsibilities as well as statutory requirements.

We do not discriminate against staff with regards to their:

- Age.
- Disability.
- Gender reassignment.
- Marital or civil partner status.
- Pregnancy or maternity.
- Race.

- Religion or belief.
- Sex.
- Sexual orientation.

Equality of opportunity and non-discrimination extends to the treatment of all members of the school community. All staff members are obliged to act in accordance with the school's various policies relating to equality.

We will guarantee that no redundancy is the result of direct or indirect prejudice. All disciplinary procedures are non-prejudicial, whether they result in warnings, dismissal, or any other disciplinary action.

8. Fostering Good Relations

SESAT 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.

9. Monitoring and Evaluation

In order to set appropriate objectives to impact the improvement in relation to equality at all SESAT Schools, the following data and information is gathered:

- Monitoring and analysis of pupil progress in the identified groups
- Monitoring and evaluation evidence file, SEN files, Gifted and talented files, vulnerable pupil information
- Involving relevant people including pupil and parental surveys

The evidence is then analysed in order to choose objectives that will:

- Promote equality of opportunity for members of identified groups
- Eliminate unlawful direct and indirect discrimination, harassment and victimisation
- Foster good relations between different groups

9. School Equality Objectives

Annual equality objectives are identified at Barnfields Primary School with a clear focus on outcome rather than process.

- Ensure more SEND children make expected/better than expected progress across all areas of the curriculum
- Ensure more boys achieve at/above in writing to reduce the gender gap and support boys attainment in R,W,M combined score.

10. Links to Other Policies

The School Equality Objectives are carefully chosen in relation to:

- Whole school assessment data
- Implementation of our curriculum
- Embedding of practices
- The School Equality Policy should be read in conjunction with and not limited to:
- The School Accessibility Plan
- The Behaviour Policy
- Safeguarding and Child Protection Policy
- Applicable Risk Assessments