

Benson C of E Primary School



Public Sector Equality Duty

Policy Agreed by the Governing Body on November 2017.....

Signed Chair of Governing Body

Review DateNovember 2019.....

AIMS

The Public Sector Equality Duty ensures that Benson CE Primary School plays its part in making society fairer by tackling discrimination and providing equality of opportunity for all. It has three aims. We are required to have due regard to the need to:

- **Eliminate unlawful discrimination**, harassment, victimisation or any other conduct prohibited by the Act;
 - **Advance equality of opportunity** between people who share a protected characteristic and people who do not share it;
- And
- **Foster good relations** between people who share a protected characteristic and people who do not share it.

Having due regard means that Benson CE Primary School will consciously think about these three aims as part of any decision making process in conjunction with our Christian values of Understanding, Peace, Forgiveness, Love, Kindness and Wisdom.

PROTECTED CHARACTERISTICS

We welcome our duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and to foster good relations. We recognise and have regard for the following protected characteristics:

- age
- disability
- gender identity and reassignment
- pregnancy & maternity
- race (including ethnic or national origins, colour or nationality)
- religion or belief (this includes lack of belief)
- sex
- sexual orientation (including marriage and civil partnership)

GUIDING PRINCIPLES

In fulfilling the legal obligations, we are guided by nine principles:

Principle 1: Everyone is of equal value:

- whatever their age
- whether or not they have a disability
- whatever their gender and gender identity
- whether or not they are pregnant or have maternity/paternity duties
- whatever their race, ethnic or national origin, colour or nationality - whatever their religious or non-religious affiliation or faith background - whatever their sexual orientation.

Treating people equally 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.

Principle 2: We recognise, welcome and respect difference and diversity.

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 this.

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.

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.

Principle 6: We aim to consult and involve widely. As appropriate, 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.

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.

Principle 8: We base our practices on sound evidence. We maintain our compliance with the public sector equality duty (PSED) set out in clause 149 of the Equality Act 2010.

Principle 9: Objectives. We formulate and publish specific and measurable objectives, based on the evidence we have collected and published and the engagement in which we have been involved. The objectives which we identify take into account national and local priorities and issues, as appropriate. We keep our equality objectives under review and report annually on progress towards achieving them.

THE CURRICULUM

We keep each curriculum subject or area under review in order to ensure that teaching and learning reflect the principles set out above.

ETHOS AND ORGANISATION

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

- pupils' progress, attainment and achievement
- pupils' personal development, welfare and well-being
- teaching styles and strategies
- admissions and attendance
- staff 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.

ADDRESSING PREJUDICE AND PREJUDICE-RELATED BULLYING

The school is opposed to all forms of prejudice which stand in the way of fulfilling the legal duties:

- 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 Islam phobia, and those that are directed against Travellers, migrants, refugees and people seeking asylum. - prejudices reflecting sexism and homophobia.

There is guidance in the staff handbook on how prejudice-related incidents should be identified, assessed, recorded and dealt with. In the first instance, this should be brought to the attention of the Headteacher, or in an instance where the Headteacher is involved, the Chair of Governors.

We keep a record of prejudice-related incidents and, if requested, provide a report to the local authority about the numbers, types and seriousness of prejudice-related incidents at our school and how they are dealt with.

ROLES AND RESPONSIBILITIES

The Governing Body is responsible for ensuring that the school complies with legislation, and that its policy and its related procedures and action plans are implemented.

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 cases of unlawful discrimination.

All staff are expected to:

- promote an inclusive and collaborative ethos in their classroom
- deal with any prejudice-related incidents that may occur
- plan and deliver curricula and lessons that reflect the principles - support pupils in their class for whom English is an additional language - keep up-to-date with equalities legislation relevant to their work.

INFORMATION AND RESOURCES

We ensure that the content of this policy is known to all staff and governors and, as appropriate, to all pupils and their parents and carers.

All staff and governors have access to a selection of resources which discuss and explain concepts of equality, diversity and community cohesion in appropriate detail.

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.

STAFF DEVELOPMENT AND TRAINING

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

BREACHES OF THE POLICY

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

MONITORING AND REVIEW

We make adjustments to this policy as appropriate.

We collect, analyse and use data in relation to achievement, broken down as appropriate according to disabilities and special educational needs; ethnicity, language, religious affiliation, national origin and national status; and gender.

Equality Objectives 2017/2018

Objective	Responsibility	Time Frame	Indicators of success
Monitor pupil achievement by gender & disability (SEND) and act on any trends or patterns in data that indicate support is required.	HC (Headteacher) SENCO Core Subject Leaders Governors	Ongoing Termly Data Monitoring	- No specific gaps in the progress between different groups.
Develop our Christian Distinctiveness through a values based ethos and PSE Curriculum to help promote an inclusive, tolerant culture of acceptance and diversity.	HC (Headteacher) (SIAMS Lead) Class Teachers Foundation Governors	January 2018 ongoing	- Children will have an understanding of Tolerance that they are able to verbalise and explain in their language. - Children will demonstrate accepting behaviours towards each other.
Collective Worship to be used as a tool to help celebrate cultural diversity and increase pupils' awareness.	HC (Headteacher) Class Teachers	September 2017 ongoing	- Children will demonstrate an awareness of different cultural events and practices.