



The Queen's Church of England Primary School

Encouraging every child to reach their full potential, nurtured and supported in a Christian community which lives by the values of Love, Compassion and Respect.

**THE QUEEN'S SCHOOL
Equality Policy
Including Statement of
Information & Objectives**

Agreed by: The Queen's School Governing Body

Date written: March 2021

Objectives Review Date: March 2024 (every 3 years)

Statement of Information Review Date: March 2022

**All the Queen's School policies should be read in conjunction with
this Equality Policy**

**If you require a copy of this document in paper,
large print, Braille or audio format, please contact
the School Office**



The Queen's Church of England Primary School

EQUALITY POLICY

The following words and phrases are defined in the Definitions Sections at the end of this policy: Unlawful Discrimination, Harassment, Protected Characteristics, Equality of Opportunity, Victimisation, and Racial Incident.

Statement of Intent

At the Queen's Church of England School we encourage every child to reach their full potential, nurtured and supported in a Christian community, which lives by the values of love, compassion and respect.

The Queen's Church of England School has a distinctive Christian ethos which is at the heart of the school and provides an inclusive, caring and supportive environment where children learn and flourish in a setting shaped by Christian values.

We are committed to promoting equality of opportunity as required by The Equality Act 2010 and tackling unlawful discrimination in all its forms whilst retaining our distinctive Christian ethos. We believe that unlawful discrimination is unacceptable. We are committed to fairness and justice and providing opportunities for everyone. All pupils who have been admitted to Queen's Church of England school will have access to the whole curriculum and be able to take part fully in school life.

Opportunities are offered for all to develop to their full potential and achieve success. We will also respect the equal rights of our staff and other members of our school community.

The protected characteristics for schools are:

- Disability
- Race
- Religion/ beliefs
- Sexual orientation
- Gender/ gender reassignment
- Pregnancy and Maternity

The following protected characteristics are applicable to non-pupils:

- Age
- Marriage/ Civil partnership

As a Church of England school our policies and practices with respect to admissions, the religious aspects of our curriculum and school life, and collective worship fall under the exceptions to The Equality Act 2010 detailed in Schedule 11 of the act.

Therefore, we may lawfully allocate foundation places on the basis of religious practice and plan our curriculum and school life to focus upon our religious beliefs and ethos. We may also lawfully take religion into account when appointing staff. We are opposed to and will challenge all forms of unlawful discriminatory language or behaviour.

Matters relevant to specific protected groups:

Age

Schools are permitted to lawfully discriminate on the basis of the age of their pupils.

Disability

To meet our duties under the Equality Act 2010 we will publish an Accessibility Plan and we will involve disabled people from our school community, where possible, in reviewing these.

Race

We are a Church of England primary school situated within an affluent and predominantly white area. While the majority of pupils at the Queen's School could be defined as being of White British origin, a small but significant percentage of pupils are from other ethnic groups. Given both the school's and the area's ethnic composition, we believe that it is even more important to ensure equality of education along with the identification and eradication of racist attitudes and practice.

We are required to report racist incidents to the Local Authority termly.

Gender Reassignment

This applies to anyone who is undergoing, has undergone or is proposing to undergo a process (or part of a process) of reassigning their sex by changing physiological or other attributes. People going through gender reassignment, at whatever stage this may be, will be supported positively and without prejudice.

Religion and belief

Parliament approved the Racial and Religious Hatred Act, 2006 bill on 31 January 2006 that made it a criminal offence to use threatening words or behaviour with the intention of stirring up hatred against any group of people defined by their religious beliefs or lack of religious beliefs. We will monitor all incidents related to racial or religious hatred alongside our Equalities monitoring.

Under the exceptions to The Equality Act 2010 (detailed in Schedule 11 of the act), as a faith school, we are lawfully permitted to allocate foundation places on the basis of religion and to focus on the Christian faith within our curriculum and in other aspects of school life in which faith is a central feature such as assembly format and collective worship. We promote and teach mutual respect and understanding of other faiths but we are unable to offer those practicing other faiths the same level of opportunity to learn about and practice their faiths within our curriculum. They have equal access to the whole curriculum and will be able to take part fully in school life. Children of other faiths may opt not to take part in collective worship or performances in Church. See the Queen's School RE policy for more information).

Pregnancy or Maternity

Staff are referred to London Borough of Richmond's Guide for New and Expectant Mothers (hse.gov.uk/pubns/indg373.pdf) for further information in relation to specific maternity issues. We carry out risk assessment procedures for new and expectant mothers.

Community Cohesion

"The curriculum for all maintained schools should promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and prepare pupils at the school for the opportunities, responsibilities and experiences of later life"
(Education Act 2002, Section 78)

The Education and Inspections Act 2006 inserted a new section 21(5) to the Education Act 2002 introducing a duty on the governing bodies of maintained schools to promote community cohesion. Every school – whatever its intake and wherever it is located – is responsible for educating children and young people who will live and work in a country which is diverse in terms of cultures, religions or beliefs, ethnicities and social backgrounds.

By 'Community' we mean:

- The school community – the pupils, their families and the school's staff
- The community around the school – the local community of people who live and work there
- The wider community of Britain

- The global community – formed by EU and international links.

Our curriculum promotes Community Cohesion by providing a balanced view of the diverse society of the school, the local community and the wider community. Our Equality Policy promotes Community Cohesion through its Aims and Intentions and the specific measures to fulfil them.

We also encourage children to embrace diversity by celebrating it through various events intrinsic to and supplementary to the curriculum.

We also look for opportunities to include the wider community in aspects of our school life.

- Seeking support from Senior Leaders to advise and support with the above if necessary
- Any incidents are dealt with in the same procedural way that is outlined in The Queen's School's Anti-Bullying Policy (see school website).

Parents, carers and pupils should be aware of the equalities policy and understand and comply with the school's expectations in relation to the equalities duties.

Visitors and Contractors will be made aware of their responsibility to comply with the school's policy.

Breaches of policy

Any breach of this policy or complaint involving Equality issues should be reported to the headteacher using the appropriate incident/grievance report form depending on the nature of the breach.

Breaches of the policy will be dealt with in line with our commitment to meet our legal duties and having regard to the nature of the incident.

Staff have initial responsibility for dealing with incidents of harassment and unlawful discrimination and may consult with the named member of staff responsible for coordinating equality issues if guidance or support is needed.

All incidents judged to be in breach of the policy are to be recorded. These records are to be held centrally and monitored in line with this policy. All incidents judged to be in breach are to be discussed sensitively with both the victim and the perpetrator in line with the school's aims and values as stated above.

Sanctions are to be decided upon by the staff involved in accordance with the school policy and with a positive outcome in mind.

The head teacher will be informed of incidents of breaches of the policy by staff, parents, visitors and contractors and the incident will be discussed and sanctions imposed in line with the school's commitments as stated above.

The leadership team have responsibility for monitoring sanctions.

Immediately after it arises, any breach will be reported to the Pastoral Committee by the named member of staff responsible for coordinating Equality issues and reported to the Full Governing Body by the named governor responsible for co-ordinating Equality issues.

Reviewing the policy

- We shall continue reviewing our policies, practices, procedures and service delivery to ensure that unlawful discrimination and harassment are eradicated and to ensure we are succeeding in promoting equality of opportunity.
- Equalities will be listed as a running item on the Pastoral Committee Agenda and will be discussed annually by the Full Governing Body, The Curriculum and Standards Committee, The Premises Committee and The Pay and Personnel Committee.
- This policy will be reviewed every three years. We shall involve those with protected characteristics, their parents, carers and teachers in reviews.
- The policy will be published on the school website. Hard copies of the policy will be available in school and will be given to parents by request.

Definitions

Unlawful Discrimination: Behaviour, practices and institutions which disadvantage groups or individuals on the ground of disability, gender reassignment, marriage or civil partnership, pregnancy or maternity, race, religion or belief, sex or sexual orientation, and which do not fall within the exceptions set out in Schedule 11 of The Equality Act 2010 (faith schools). Behaviour, practices and institutions which disadvantage adults on the ground of their age and which cannot be justified as a proportionate means of meeting a legitimate aim, a genuine occupational requirement or positive action to include the under-represented.

Harassment: behaviour that ridicules, degrades, demeans, humiliates or intimidates someone or some group on the grounds of their age, disability, gender reassignment marriage or civil partnership, pregnancy or maternity, race, religion or belief, sex, sexual orientation, It may take the forms of verbal harassment, actions or physical harassment.

Protected Characteristics: disability, gender reassignment, marriage or civil partnership, pregnancy or maternity, race, religion or belief, sex, sexual orientation, and, in relation to an adult, age.

Equalities legislation defines 'sex' as male or female. It does not recognise Intersex individuals as having a protected characteristic. We recognise the existence of intersex individuals and will regard them as having protected characteristics under this heading.

Useful websites on gender:

<http://www.gires.org.uk/>

<http://www.intercomtrust.org.uk/item/55-schools-transgender-guidance-july-2015>

Equality of Opportunity: removing or minimising disadvantages suffered by people due to their protected characteristics, taking steps to meet their specific needs and encouraging full participation.

Victimisation: subjecting a person to detriment because they have made a complaint or have supported someone who has made a complaint to the school.

Racial Incident: any incident which is deemed to be racist by the Headteacher.

Statement of Information

Equalities Duties

We welcome our duties under all equal opportunity and discrimination laws, including the Equality Act 2010 and The Humans Rights Act 1998.

We welcome our duties under the Equality Act 2010:

- to eliminate unlawful discrimination, harassment and victimisation;
- to advance equality of opportunity between people who share a protected characteristic and those who do not; and
- to foster good relations between those with and those without protected characteristics.
- we welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.

Links to current legislation:

[The Equality Act 2010](#),

[The Equality Act 2010 \(Specific Duties\) Regulations 2011](#)

1. Aims and Intentions

We are opposed to all forms of unlawful discrimination and harassment and will not tolerate such behaviour. We will keep evaluating our practices to ensure that all people who study, work in or visit our school are treated with dignity and respect and in a fair and equitable manner and that unlawful discrimination and harassment are eradicated.

We will have due regard to:

- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it

2. Roles and Responsibilities

The Governing Board will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, pupils and parents
- Ensure that the published equality information is updated at least every year, and that the objectives are reviewed and updated at least every 4 years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the Headteacher

- Appoint a governor with responsibility for overseeing Equalities and who will liaise with the designated Equalities member of staff at the school

The Headteacher will:

- Promote knowledge and understanding of the equality objectives amongst staff and pupils
- Monitor success in achieving the objectives and report back to governors
- Ensure that the school Equality Policy and its procedures are followed
- Ensure that this Policy and Statement of Information are reviewed every 3 years and the Objectives are reviewed every year.
- Ensure that the Equality Policy and Accessibility Plan are readily available and that all members of the school community know about them
- Ensure that all staff know their responsibilities and receive appropriate training and support to carry these out effectively
- Investigate all incidents of bullying and all reported incidents/complaints in which equality is an issue
- Take appropriate action in cases of harassment and unlawful discrimination
- Ensure teaching strategies are reviewed in relation to variations in learning and attainment and in the light of known good practice

The designated member of staff for equality will:

- Support the Headteacher in promoting knowledge and understanding of the equality objectives amongst staff and pupils
- Support the Headteacher in identifying any staff training needs, and deliver training as necessary
- Support the Headteacher in dealing with any breaches of this policy
- Liaise with the Equalities governor termly

All school staff are expected to:

- Have regard to this document and to work to achieve the objectives as set out in the Objectives section.
- Create an environment where pupils are able to report prejudice-related incidents with ease and deal with any such incidents seriously and respectfully
- Recognise and challenge unlawful discrimination, harassment, bias and stereotyping
- Promote inclusivity, equal opportunities and good relations and encourage a collaborative ethos within the classroom
- Support pupils in their class for whom English is an additional language
- Use a range of teaching styles to engage all students
- Select suitable resources which motivate and are sensitive to different groups, cultures and backgrounds and considering their own cultural assumptions and bias within their own attitudes
- Keep up-to-date with equalities legislation relevant to their work
- Take up training opportunities and evaluating the impact of this training

3. Eliminating discrimination

The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.

Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct and all policies are referenced to be read in conjunction with this Equalities Policy.

New staff become familiar with our Equality Policy as part of their induction, and all staff will be trained in Equalities on an annual basis.

4. Advancing Equality of Opportunity

As set out in the DfE guidance on the Equality Act, the school aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people which are connected to a particular characteristic they have (e.g. pupils with disabilities, or gay pupils who are being subjected to homophobic bullying)
- Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling Muslim pupils to pray at prescribed times)
- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all pupils to be involved in the full range of school clubs)

In fulfilling this aspect of the duty, the school will analyse data of specific groups in attainment and access to clubs and opportunities, and identify and implement any improvements necessary.

Ensure that our recruiting process is equitable and promotes recruitment of under-represented groups where relevant.

5. Fostering good relations

The school 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, 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 collective worships dealing with relevant issues. Pupils will be encouraged to take a lead in such assemblies and we will also, where possible, invite external speakers to contribute
- Working with our local community. This includes liaising with local faith groups to visit places of worship, links with the local residential home, raising funds for local charities and organising school trips and activities based around the local community

- Working closely with families to promote understanding and celebrate the different languages, cultures, traditions and festivals that form part of our school community. We will, where possible, invite family members into school to share this with children and teaching staff.
- 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. We also work with parents to promote knowledge and understanding of different cultures, through conversations, visits and focused celebration days

6. Equality considerations in decision making

The school ensures it has due regard to equality considerations whenever significant decisions are made.

The school always considers the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, the school considers whether the trip:

- Cuts across any religious holidays
- Is accessible to pupils with disabilities
- Has facilities to cater for all protected characteristics

Equalities Objectives:

Objective 1

With the aim of increasing representation of groups based on the findings, we will undertake an analysis of recruitment data and trends with regard to race, gender and disability by December 2021. This will be reported to the pay and personnel sub-committee of the governing board and we will work together to increase the cultural capital of the staff.

Why we have chosen this objective:

We hope to increase diversity across our staff to ensure that pupils have a diverse range of role models within the school.

To achieve this objective we plan to:

Diversify the recruitment avenues taken to ensure job adverts are seen in a wider variety of areas.

Progress we are making towards this objective:

March 2021:

In the process of beginning the analysis of recruitment data.

Starting to look for different recruitment pools and areas to advertise job roles.

Objective 2

By September 2021, have in place an Equalities Impact Assessment as part of each Risk Assessment that we undertake.

Why we have chosen this objective:

To ensure that visits are accessible to all.

To achieve this objective we plan to:

Add an Equalities impact assessment to our Risk Assessment form and engage staff in training on how to use this and why it is necessary. Ensure dates of Multi-Faith celebrations, religious festivals and key celebrations of diversity are on our school calendar for reference.

Progress we are making towards this objective:

March 2021:

We already consider accessibility of visits, however we are now formalizing this process to ensure consistency across all visits.

Objective 3

Remove unconscious bias from the curriculum by analysing and decolonising the available curriculum, moving away from a Eurocentric, able-bodied model to ensure subjects offer a representation of an equal society where protected characteristics are embedded within the curriculum.

Why we have chosen this objective:

We want our children to keep the open mind and fairness that they hold as young children. To enable equality to be nurtured, children need to see all people represented in their curriculum in an unbiased way. This provides opportunities for children to explore any thoughts and ideas in a safe environment.

To achieve this objective we plan to:

Look at the English texts used and ensure they depict a wide variety of characters, landscapes and cultures.

Reconstruct our current curriculum to incorporate diverse perspectives, looking at the variety of contributions made by people of protected characteristics to the making of the U.K, ensuring we are not only showing a deficit model of other countries so that children receive a broad viewpoint of the world around them.

Have meaningful and challenging conversations with children and staff to foster a culture of inquiry and critical thinking. Ensuring that subliminal bias or stereotypical views are not perpetuated in the classroom through the media we use to teach lessons.

Engage in professional development training to upskill staff on their cultural competencies which will ensure that staff have a bias free classroom and are highly skilled at identifying and challenging negative, patronizing or stereotypical thoughts and images within topics, texts and discussions.

Connect with national issues and current events to promote a positive attitude for difference and develop a deep respect and understanding of the diverse world we live in.

Progress we are making towards this objective:

March 2021:

We have made some changes to our English texts across the school and are organising staff CPD to begin the process of looking at each curriculum subject and how we can reframe and incorporate historical events, current events and alternative knowledge and topics so that children continue to develop their skillset whilst broadening their understanding and engaging in a wider variety of learning themes.