

# THE FEDERATION OF HEAVERS FARM AND SELSDON PRIMARY SCHOOLS

CARING, LEARNING, ASPIRING, SUCCEEDING

Equalities Policy Statement

# Equalities Policy Statement

## Mission Statement

The Federation of Heavers Farm and Selsdon Primary school's vision reminds us of our core purpose. Our mission statement outlines our fundamental purpose and role in bringing that vision to life.

Our strategic planning begins with our vision and mission which are based on our core values of safety, community, opportunity, resilience and equality. Each of these core values guides the leadership of the Federation. Our principles are the supporting pillars of our strategic plan, and they guide the practice of everyone in our community to ensure that we are all playing our part to achieve our vision.

## VISION

[Caring, learning, aspiring, succeeding.](#)

## MISSION

To create an engaging, productive and safe environment that challenges stereotypes and promotes independent learners through a wide range of opportunities and an innovative learning environment.

Our Mission Statement encompasses the need for all to be enabled to reach their potential within the school environment and in accordance with the statutory Duty for Equalities. (April 2010)

## Aims

Our school aims to meet its obligations under the public sector equality duty by having due regard to the need 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

## Legislation and Guidance

This document meets the requirements under the following legislation:

- [The Equality Act 2010](#), which introduced the public sector equality duty and protects people from discrimination
- [The Equality Act 2010 \(Specific Duties\) Regulations 2011](#), which require schools to publish information to demonstrate how they are complying with the public sector equality duty and to publish equality objectives
- This document is also based on Department for Education (DfE) guidance: [The Equality Act 2010 and schools](#).

## 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

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

All school staff are expected to have regard to this document and to work to achieve the objectives as set out below.

## 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.

Staff and governors are regularly reminded of their responsibilities under the Equality Act, for example during meetings.

## 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
- Taking steps to meet the particular needs of people who have a particular characteristic
- Encouraging people who have a particular characteristic to participate fully in any activities

In fulfilling this aspect of the duty, the school will:

- Use the whole school themes to thread through teaching across the schools.
- Make evidence available identifying improvements for specific groups (e.g. declines in incidents of discriminatory incidents)

## 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, citizenship and personal, social, health and economic (PSHE) education, but also activities in other curriculum areas.
- 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, 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. We also work with parents to promote knowledge and understanding of different cultures

## 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 equivalent facilities for boys and girls

## Appendix 1 - ACTION PLAN 2021

| Action  | How will the impact of the action be monitored?  | Who is responsible for implementing? | What are the timeframes?      | Early success indicators  |
|---|--|--------------------------------------|-------------------------------|---|
| Publish and promote the Equality Plan through the school website, newsletter and staff meetings.  | Question about parent awareness of Equality Scheme to be included in annual parent survey. | Leadership team                      | Throughout the academic year. | <ul style="list-style-type: none"> <li>- Staff are familiar with the principles of the Equality Policy and use the whole school themes when planning lessons, creating class room displays and in daily practice.</li> <li>- Parents are aware of the Equality Plan.</li> </ul> |
| Through use of whole school themes, ensure that the curriculum promotes role models and heroes that young people positively identify with, which reflects the school's diversity in terms of all protected characteristics. | Increase in pupils' participation, confidence and achievement levels.                      | Leadership team<br>Teaching staff    | Throughout the academic year. | <ul style="list-style-type: none"> <li>- Planning demonstrates that all classes use whole school themes.</li> </ul>   |

| Action   | How will the impact of the action be monitored?                    | Who is responsible for implementing?  | What are the timeframes?      | Early success indicators  |
|--|--|---------------------------------------|-------------------------------|---|
| Ensure that displays and school resources in classrooms and corridors promote diversity in terms of all protected characteristics. | Increase in pupil participation, confidence and positive identity. | Leadership team<br>All teaching staff | Throughout the academic year. | More diversity reflected in school displays and work in children's books, across all year groups. |
| Ensure all pupils are given the opportunity to make a positive contribution to the life of the school                              | School Council, prefects, head pupils representation monitored.    | Leadership team                       | Throughout the academic year. | More diversity demonstrated in the key roles of responsibility taken on by pupils.                |

|  |  |                                    |                               |   |
|--|--|------------------------------------|-------------------------------|---|
| Identify, respond and report discriminatory incidents.   | The leadership team and governing board will monitor the data each term. | Leadership team<br>Governing Board | Throughout the academic year. | Teaching staff are aware of and respond to discriminatory incidents on SIMS.<br><br>Consistent nil reporting is challenged by the Governing Board |
| Celebrate cultural events throughout the year to increase pupil awareness and understanding of different communities | Curriculum planning<br>Assembly planning                                 | Leadership team<br>Teaching staff  | Throughout the academic year. | Increased awareness of different communities shown by all pupils  |