



Nursted Community Primary School

Equalities Policy

Policy adopted by the Full Governor Body on _____

The Policy will next be reviewed: Summer 2025

Last amended		
By	When	Main changes
Kay Vousden	05.10.21	Vision and values added. Equality target to be added to SIP annually.
CA	10/07/2024	updated
KV	16.8.24	Advocates and Targets updated

*Through kindness, teamwork and determination we thrive.
Updated 16/08/2024*

1. Nursteed Vision and Values

In this happy, caring, inclusive school we prepare children for life in an ever changing world. We value diversity and strive to promote equality in all that we do. We work with families, carers and the wider community to equip our children to succeed, by delivering stimulating learning opportunities that develop their skills, knowledge and thirst for learning, within a safe and nurturing environment.

We have chosen the following key values to focus on to help us to achieve our vision.

Kindness

- To ourselves
- To others
- To the world

Teamwork

- Co-operation
- Respect
- Good Communication

Determination

- Trying our best
- Perseverance – keeping going when learning is tough
- Resilience – managing our feelings when learning gets hard

Thrive

- Academically
- Physically
- Emotionally
- Spiritually

Introduction

Nursteed Community Primary School welcomes its duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations regarding disability, ethnicity, sex and gender, religion and belief, sexual orientation, gender identity, pregnancy and maternity, and (in relation to employment) age and marriage or civil partnership. In addition we recognize and act on all opportunities to promote community cohesion. We recognize that these duties reflect international human rights standards (as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998).

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Guiding Principles

All learners and staff are of equal value

All learners, potential learners, their parents and carers, and staff have equal value:

- Whether or not they have a disability
- Whatever their ethnicity, culture, national origin or national status
- Whatever their sex/gender
- Whatever their gender identity
- Whatever their religious or non-religious affiliation or faith background
- Whatever their sexual orientation.

2. We recognise and respect difference

Treating people equally does not necessarily mean treating them all the same. School policies, procedures and activities do not discriminate but nevertheless take account of differences of life-experience, outlook and background, and of the kinds of prejudice that people may face in relation to:

- Disability – so that reasonable adjustments are made
- Ethnicity – so that different cultural backgrounds and experiences of prejudice are recognized
- Sex/gender – so that the different needs and experiences of boys and girls, women and men, are recognized
- Religion, belief, faith background
- Sexual orientation
- Gender identity
- Pregnancy and maternity
- In relation to employment: age and marriage or civil partnership.

3. We foster positive attitudes and relationships and a shared sense of cohesion and community

Policies, procedures and activities promote:

- Positive attitudes towards people with a disability; good relations between people with a disability and those without; an absence of harassment of people with a disability
- Good relations between groups and communities different from each other in terms of ethnicity, culture, religious affiliation, and national origin or status; an absence of prejudice-related bullying or incidents
- Good relations between boys and girls, women and men; an absence of sexual, homophobic and gender-identity-based harassment.

4. Good equalities practice in staff recruitment, promotion and professional development

Policies and procedures benefit all employees and potential employees, for example in recruitment and promotion, and in continuing professional development:

- Whether or not they are disabled
- Whatever their ethnicity, culture, religious affiliation, national origin or national status
- Whatever their sex/gender and sexual orientation
- Whatever their gender identity.
- Whether or not they are pregnant
- Whatever their age
- Whether or not they are married or in a civil partnership.

5. We aim to reduce or 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 in relation to all the characteristics previously described.

6. We involve others

We engage with others 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. As appropriate, we consult and involve groups and individuals in relation to all the characteristics previously described.

7. Society as a whole should benefit

We intend that our policies and activities benefit society as a whole by fostering greater social cohesion, and greater participation in public life of all groups and individuals in relation to all the characteristics previously described.

8. We base our practices on sound evidence and information

We maintain and disseminate information about our progress towards greater equality in relation to disability, religion and belief, sexual orientation, sex and gender, gender identity, and ethnicity.

9. Objectives

We formulate specific objectives, based on the evidence we have collected and published and the engagement in which we have been involved, in relation to all relevant protected characteristics. The objectives which we identify take into account national and local priorities and issues, as appropriate.

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We recognize that the actions resulting from this policy are paramount. The policy, its objectives, and progress towards achieving them, are reviewed annually.

Addressing Prejudice

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

- Prejudice related to disability and special educational needs
- Prejudice related to racism and xenophobia, including that directed towards religious groups and communities, for example anti-Semitism and Islamophobia, and that directed against travellers, migrants, refugees and people seeking asylum
- Prejudice reflecting sexism and homophobia
- Prejudice against gender identity issues.

All bullying and prejudice-related incidents are recorded centrally and parents of children involved are informed.

Roles and Responsibilities

Governing Body

Responsible for ensuring that:

- The school complies with relevant legislation
- This policy and its related procedures and actions are implemented
- Setting targets for improvement and reviewing these.

A member of the governing body has a watching brief regarding the implementation of this policy.

Head Teacher

Responsible for:

- Implementing the policy
- Ensuring that all staff are aware of their responsibilities and are given appropriate training and support
- Taking appropriate action in any cases of unlawful discrimination
- Adding the equality target/s to the School Improvement Plan (SIP)
- Providing an annual report to the governing body via the review of the SIP.

Members of Staff

Each member of the school team is required to:

- Promote an inclusive and collaborative ethos
- Deal with any prejudice-related incidents that may occur
- If appropriate to their role: plan and deliver lessons that reflect the principles described above
- 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

The content of this policy is known to all members of staff and governors and, as appropriate, to all pupils and their parents and carers.

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

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 are 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 Evaluation

We use quantitative and qualitative data relating to the implementation of this policy, and make adjustments as appropriate. This can be seen in the review of the equality target on the SIP and in review of behavior incidents.

Annex

This policy contains the following features:

- The term ethnicity is used in preference to race or racial group, on the grounds that it better reflects the intentions and concerns of race relations legislation.
- There are references where appropriate to religious affiliation and identity.
- There are references where appropriate to sexual identity and to challenging homophobia.
- The promotion of community cohesion is integrated into the policy, particularly but not exclusively in the third principle: 'We foster positive attitudes etc.'
- The phrasing at certain points reflects the specific duties required by the Equality Act 2010, in particular the duties to:
 - Engage with interested groups and individuals (#6)
 - Publish equality information (#8)
 - Formulate and publish equality objectives (#9)

Nursteed Community Primary School
Equality Advocates 2024 – 2028

Each year we review our work in all these areas and will have a particular focus on at least one area of equality. Members of staff have been nominated as advocates for each area.

Area	Advocate	Annual Focus			
		2024/25	2025/26	2026/27	2027/28
Race (Ethnicity)	Amy Cope	x			
Disability	Carla Webb				x
Sex (Gender)	Kirsty May Rew and Louise McKenzie			x	
Religious Belief	Lucy Pottinger		x		
Sexual Orientation	Kay Vousden	x			
Gender Identity	Lise James and Rachel Walton				
Pregnancy and Maternity	Rhi Collings and Liz Gaule				
And in relation to employment...					
Age	Chair of Governors				
Marriage Civil Partnerships	Chair of Governors				

Equality Target

Each year we include at least one Equalities Target in our school improvement plan (SIP). Our main target for 2024/25 is to reduce the incidents of homophobic language including the inappropriate use of the word 'Gay'.