



## **Equality Statement**

St George's Beneficial C of E Primary School recognise the diversity and richness of our community. We aim to develop a culture of inclusion and diversity which brings significant educational benefits to all. We tackle discrimination through the positive promotion of equality, by challenging bullying and stereotypes and by creating an environment which champions respect for all.

### **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 body 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, and that they are reviewed and updated at least once every four 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 under Equality Objectives.

### **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.

### **Guiding Principles**

In fulfilling our legal duties listed above, we are guided by three essential principles:

- every pupil should have opportunities to achieve the highest possible standards, and the best possible qualifications for the next stages of their life and education.

- every pupil should be helped to develop a sense of personal and cultural identity that is confident and open to change, and that is receptive and respectful towards other identities.
- every pupil should develop the knowledge, understandings and skills that they need in order to participate in Britain's multi-ethnic society, and in the wider context of an interdependent world.

The Governing Body will not tolerate the less favourable treatment of anyone. It is unlawful for the school to discriminate against a pupil or prospective pupil, a member of staff, volunteers, parents/carers or any other member of the school's community by treating them less favourably because of their 'Protected Characteristics':

- age
- gender reassignment
- disability
- race including colour, nationality, ethnic or national origin
- religion or belief
- sex
- sexual orientation
- being married or in a civil partnership
- being pregnant or on maternity leave

However, the principles of the policy apply to all groups, whether covered by legislation or not.

### **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 (eg 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 (eg enabling Muslim pupils to pray at prescribed times)
- Encouraging people who have a particular characteristic to participate fully in any activities (eg encouraging all pupils to be involved in the full range of school life).

### **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. 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. We also work with parents to promote knowledge and understanding of different cultures

- We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach

### **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.

### **Equality objectives**

We provide all our pupils with the opportunity to succeed and to reach the highest level of personal achievement.

We do this by:

- Ensuring equality of access for all pupils and preparing them for life in a diverse society
- Using materials that reflect the diversity of the school, population and local community without stereotyping
- Promoting attitudes and values that challenge any discriminatory behaviour or prejudice
- Utilising teaching approaches appropriate for the whole school population which are inclusive and reflective of our pupils.
- Addressing the full range of learning needs
- Equalising opportunities for those likely to be economically disadvantaged or vulnerable
- Fostering good relationship with parents and carers and communicating consistent and high expectations.
- Fostering good learning behaviours, personal development and attendance; thus narrow the attainment gap of significant groups.

**Portsmouth City Council's Equality and Diversity Policy Statement** Portsmouth City Council has a Comprehensive Equality and Diversity Strategy: <https://www.portsmouth.gov.uk/services/community/equality-and-diversity/>

The school shares the Council's values and adheres to this strategy in its practices.

### **Monitoring arrangements**

The head teacher will report to the full governing body each term, regarding any incidents involving discrimination or harassment.