

Somerles Junior School

Equality Policy

To be reviewed and ratified at the FGB Resources & Finance Committee meeting: 15.10.18

Review: Autumn 2021

Rationale

This policy is devised in response to the Public Sector Equality Duty which forms part of the recommendations of the Equality Act (2010) and relates to all stakeholders.

The governing body of Somerles Junior School are committed to:

- Eliminating unlawful discrimination, harassment and victimisation and other conduct prohibited by the Equality Act
- Advancing equality of opportunity between people who share a protected characteristic, and those who do not, by removing or minimising disadvantages suffered by people due to their protected characteristics and by taking steps to meet the needs of people with certain protected characteristics where these are different from the needs of other people. Encouraging people with protected characteristics to participate in school life and activities where their participation is disproportionately low.
- Fostering good relationships between people who share a protected characteristic and those who do not by tackling prejudice and promoting understanding between people from different groups.

The policy relates to all stakeholders: Pupils, staff, parents, governors and external agencies involved in the life and work of our school.

For our pupils we are committed to:

- Removing barriers to progress and inclusion
- Tackling any harassment or bullying issues
- Educating our pupils about differences and similarities between groups and promoting understanding, tolerance and respect between pupils
- Eliminating negative attitudes towards any groups
- Instilling high pupil personal expectations of life and achievements for all groups

Pupils are not separated by sex for classes, assemblies and/or for any extra-curricular activities. The only exceptions for this may be:

- *for sports competitions where there are separate competitions for boys and girls (where the physical strength, stamina or physique of the average girl would put her at a disadvantage in competition with the average boy – or vice versa);*
- *PSHE (Sex and relationships/ puberty) lessons if boys and girls have different needs in this context. In this case we ensure that appropriate classes are provided to both boys and girls;*
- *a positive action initiative in the curriculum designed specifically to help one sex (for example, if boys were doing disproportionately badly in maths) so long as this is a proportionate way of dealing with a specific identified disadvantage experienced by and connected to their sex.*



School leaders, staff and governors will monitor the progress and attainment of all groups of pupils to ensure appropriate steps are taken to address any inequalities and remove barriers.

- Ensuring the full inclusion of all staff regardless of any protected characteristics
- Removing any barriers to inclusion (where necessary, reasonable adjustments to working conditions may be necessary)
- Ensuring our policies and procedures for recruitment and selection, appraisal and performance, CPD, etc. are equitable and designed to overcome any barriers to staff inclusion.
- Actively seeking to reflect the school's diverse community in its policies for recruitment and selection.

As a community resource we are committed to:

- Building trust, communication and engagement
- Ensuring our school is welcoming and accessible to all groups
- Encouraging positive relationships between groups
- Discouraging people (by educating them) from holding negative attitudes
- By encouraging tolerance, openness and understanding between groups

Our school actively encourages parents and community agencies to participate in:

- School events, activities
- Parents' evening
- Local community groups, activities and events
- Through an open door policy

We understand and are committed to our duty to educate, inform and influence our stakeholders to be positive promoters of equality within society.

Our inclusion mission statement and our code of conduct reflects this.

Our school's employment of a Family Worker supports this policy.

Our school's PSHE curriculum supports this policy, including the Values programme and our adherence to British Values within the National Curriculum.

Linked Governor for Equality – K. Baker