



We all matter at Springdale

EQUALITIES STATEMENT

Introduction

Springdale First School welcomes The Equalities Act 2010, which harmonises and streamlines previous anti-discrimination law, as we are committed to ensuring equality and challenging discrimination.

The school is mindful of the Public Sector Equality duty, from the Equalities Act 2010, which came into force on 5th April 2011, and will publish relevant information on the school's website; this will include this Equalities Statement and the school's Equality Objectives.

This statement outlines how Springdale School will have due regard for the three main components of the duty in relation to the nine protected characteristics as explained below.

Three main aims of the Equalities Duty

As required by the Equality Duty Springdale school is committed to taking positive action to:

1. Eliminate Discrimination

Springdale School will take clear actions to endeavour to redress any harassment (verbal, emotional or physical attacks that happen more than once) and victimisation (defined as being singled out to be persistently intentionally harmed) of children/young people or adults that has changed their ability to function in the school environment in their usual way.

2. Advance Equality of Opportunity

Springdale School believes it is the responsibility of every member of the whole school community to "narrow the gaps" (theirs and/or other people's) in order to make progress socially, emotionally and academically.

3. Foster Good Relations

Springdale School will draw on and emphasise common purposes in order to support, develop and achieve harmonious relationships across the whole school community. We aim for all children, parents and carers to be fully engaged in school life.

Nine protected characteristics identified in the Equalities Duty:

- Age
- Disability
- Ethnicity and race (including Gypsy and Traveller groups)
- Gender
- Gender identity and transgender
- Marriage and civil partnership
- Sexual identity and orientation (homophobia)
- Pregnancy, maternity and breastfeeding
- Faith, religion and belief

Appendix 1 – gives details of Equality Objectives which reflect the school priorities with regard to any of the protected characteristics identified in the Act (shown above).

Each relates to direct discrimination, discrimination by association, discrimination by perception, indirect discrimination; harassment and victimisation.

Underpinning principles

Principle 1: All members of the school community are of equal value regardless of:

- *their ethnicity, culture, religion or nationality
- *whether or not they are disabled
- *their gender or gender identity
- *their sexual identity

Principle 2: We recognise and respect difference.

At Springdale School we understand that treating people equally does not always mean treating them in the same way. While policies and practice are not discriminatory, they do take account of people's differing experiences, needs and histories and of the differing barriers, disadvantages and challenges which they may face. In some instances, advancing equality of opportunity may entail taking positive action.

Principle 3: There is no place for prejudice or bullying at our school.

A proactive approach is taken to tackling prejudice and any form of bullying; the school has been closely involved with the development and launch of the Borough anti-bullying strategy.

Principle 4: We foster good relations and positive attitudes within the school and wider communities

The school seeks to enhance understanding of disability, differences arising due to ethnicity, culture & religion and gender / sexual identity.

The expectation is that all members of the school community will show respect for one another regardless of differences relating to any of the nine protected characteristics. Policies, procedure and activities promote positive attitudes and interactions at all levels, leading to an absence of harassment and discrimination.

Principle 5: Due regard is given to good equalities practice in staff recruitment and professional development

All employees and potential employees are afforded equality of opportunity in terms of recruitment, career progression and continuing professional development opportunities.

Principle 6: We constantly seek to reduce and remove existing inequalities and barriers

As a school we are alert to inequality and barriers that may exist for any reason. We strive to ensure that policy and practice have a positive impact on social cohesion and opportunities for all.

Monitoring and Recording

Recording and monitoring of prejudice and / or bullying incidents, including those linked to SEN, is in line with HAMWIC Trust Education procedures. A nominated Governor monitors the recording and reporting of prejudice incidents and bullying.

Roles and responsibilities

All members of the school community have responsibility with regard to the Equalities Duty.

The Governing Body is responsible for ensuring that statutory duties are fulfilled and that related procedures and action plans are implemented.

The Headteacher is responsible for implementing the policy, ensuring that appropriate training is put in place for staff and governors and that relevant information is available to parents, carers and members of the wider community who are involved in school life.

All staff are responsible for:

- Adhering to this policy
- Promoting equality and inclusion, including through planned lessons, choice of resources, use of appropriate strategies to support specific needs and creating a learning environment that ensures equality of opportunity. Consistency of approach across year teams and the school is key to ensuring equality.
- Being alert to prejudice related incidents and dealing with them appropriately.
- Plan and deliver lessons, using appropriate resources e.g. that do not reinforce stereotypy, which reflect the underpinning principles.

Policy Agreed: November 2017

Review date: November 2021