

St George's Hanover Square Primary School

Working together for the achievement of all.

EQUALITY POLICY

Ratified by	Senior Leadership Team
Date	24 th June 2019
Date for Review	Summer Term 2023

School Ethos: Equality

It is a fundamental part of our Christian foundation and ethos that everyone in our school should be treated with respect and dignity, in keeping with the Christian belief that God made all people equally valuable and in His image.

Our Christian ethos implies a commitment to tackling any form of discrimination whether direct or indirect, individual or institutional and promoting equality of opportunity and good relations across all areas of school activities, including our dealing with parents and the community. Each person in our school community will be given fair and equal opportunities to develop their full potential, irrespective of any aspect of their background.

Consequently we welcome our duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to the nine protected characteristics which are outlined in the Equality Act 2010:

- Age
- Disability
- Gender reassignment
 - Marriage and civil partnership
- Race
- Religion or belief or lack of belief
- Sex
- Sexual orientation
- Pregnancy and maternity

In recognising people as equally valuable we nevertheless understand it is important to recognise and respect difference and that treating people equally does not necessarily mean treating all the same. We will actively take account of differences in life-experience, outlook and background, and in the barriers and disadvantage which people may face. For example:

- There may be a need to make reasonable adjustments to the environment to enable someone with a particular disability;

- The needs and experiences of boys and girls may be different and they may need different input in order to achieve to the full.

School Ethos: A cohesive community, in and for its community

The Christian faith teaches of the importance of living as part of a community: loving, engaging, serving and living at peace within our communities. It is a fundamental part of our Christian foundation and ethos that we promote community cohesion within our school community, within the area served

Consequently we welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.

Our Christian ethos inspires us to develop a positive embracing community which promotes a love of learning through collaborative endeavour. We are committed to including children and staff from a rich variety of backgrounds, faith, social circumstances and ability. Increasingly diverse in culture, the school represents the richly varied community in central London and the surrounding area. The school enjoys a strong partnership with the parish church of St George's Hanover Square and The Grosvenor Chapel. Church services are held at Grosvenor Chapel on a weekly basis and at St George's Hanover Square for main celebrations throughout the year e.g. the annual Speech Day.

What We Do

Ethos

Develop a strong Christian ethos in which staff and pupils are treated as individuals with value, and dignity; where similarities and differences are addressed openly and in an atmosphere of mutual respect; and where children are secure in their identity and confident to establish strong relationships with others.

Promote equality in our website, staff handbook, admissions policy, newsletters to parents and displays of work.

Embrace the support on offer to us as a school from many within our community and strive to serve our community, including by promoting community cohesion.

Curriculum, teaching, learning and assessment

Minimise barriers to learning through individualised learning programmes.

Reflect the richness of our community in school activities especially through close links with The Grosvenor Chapel and by incorporating cultural celebrations into the curriculum.

Use materials that reflect a range of backgrounds, without stereotyping.

Monitor the performance of children from different groups in assessments of pupils' learning, and use this information to take positive action to raise the achievement and attainment of under-achieving groups.

Collect, analyse and use data in relation to achievement, broken down as appropriate according to disabilities and special educational needs; ethnicity, culture, language, religious affiliation, national origin and national status; and gender.

Take opportunities to weave the richness of the local and wider community into teaching and learning opportunities with the aim of fostering social cohesion and participation in public life. This will begin by developing a close relationship with the Church and its community, extend to the wider local community, and develop to include relationships with schools and others globally.

Behaviour

Treat any discriminatory behaviour as a serious breach of the school behaviour code and deal with it accordingly.

Recruitment and training

Monitor recruitment processes to ensure there is no bias against any particular group;

Observe good equalities practice in staff retention and development and with full respect for legal rights relating to pregnancy and maternity;

Provide training, if necessary, for staff and Governors.

Prevent Duty

At St George's School Hanover Square we aim to prepare our pupils to become responsible members of society now and for the future. Building resilience in our children and promoting the fundamental British values of: democracy; the rule of law; individual liberty and mutual respect; tolerance of those with different faiths and beliefs as well as the celebration of diversity is at the heart of preventing radicalisation. We do this by providing a safe place in which children can discuss issues, and we aim to give them the knowledge and confidence to challenge extremist beliefs and ideologies. Our Prevent duty is carried out with regard to the *Prevent Duty Departmental Advice for Schools and Childcare Providers June 2015* as well as Section 26 of the *Counter-Terrorism and Security Act 2015*, which legally requires us to take steps to prevent pupils from being drawn into terrorism and radicalisation. For further details of how we aim to prevent radicalisation and tackle extremism and what we do if there is a concern, please read the school's Prevent Policy.

Roles

The Governors will:

Keep a watching brief in order to be up-to-date with legislative changes, attend training courses and feedback to colleagues as appropriate.

Be responsible for assessing and monitoring the impact of this policy by analysing pupil data, recruitment data and termly Headteacher reports, annual reviews of school development and improvement plans, pro-actively seeking to reduce inequalities and barriers that may exist between different groups, and reviewing this policy at least every three years.

Aim for a governing body with a varied composition.

The Headteacher will:

Highlight the policy in staff induction procedures and make sure that staff, parents/carers and pupils know about the policy and their responsibilities.

Be responsible for including within school development and improvement plans specific actions and objectives in relation to disability, ethnicity and gender.

Take appropriate action in cases of harassment or discrimination.

Assess and monitor the impact of this policy especially in relation to attendance, staff recruitment, retention and development, working with parents and the wider community

Provide termly information to the Governing Body which includes any recorded incidents or discrimination and action taken, to enable governors to fulfil their responsibilities.

Staff will:

All teaching, non-teaching and support staff will familiarise themselves with this policy and know their responsibilities and specific duties.

Teachers, through their interaction with pupils, via curriculum delivery and other teaching strategies, will take an inclusive approach and engender positive relationships.

Teachers will know the implications of the policy for their planning, teaching and learning, and behaviour management and in particular give consideration to pupil progress, welfare, learning styles.

All staff are responsible for dealing with discriminatory incidents, and being able to recognise and tackle bias and stereotyping.

Pupils will:

Be taught to treat each other with respect and appropriately empowered to report incidences of a discriminatory nature to an appropriate adult.

Complaints Procedure

If anyone in the school community feels that this policy is not being followed then they should raise the matter first with the Headteacher and, if concerns persist, with the Chair of Governors who will facilitate the appropriate action, which may include an investigation. If there is a formal complaint then the school's complaints procedure will be followed.