

Speen Church of England School



Equalities Policy

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Next Review: December 2026

INTRODUCTION

Speen CofE School recognises its duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to the nine characteristics protected in law:

Protected Characteristics and how they are related to primary school education include:

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation

A glossary which defines these terms and additional terms related to equality, diversity and inclusion can be found in **Appendix 1**

AIMS

Speen School aims to:

- (a) eliminate bullying, discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Equality Act 2010;
- (b) advance equality of opportunity regardless of socio-economic factors and language;
- (c) foster good relationships with all that we come alongside
- (d) prepare our children so they can make a positive contribution to life in the multi-cultural world in which we live.
- (e) meet disabled people's needs, even if this requires more favourable treatment
- (f) ensure that disabled pupils are fully integrated and reasonable adjustments are made to allow them to participate to their full potential

Speen School has due regard, in particular, to the need to—

- (a) remove or minimise disadvantages suffered by any persons;
- (b) take steps to meet the needs of persons who share a relevant protected characteristic that are different from the needs of persons who do not share it;
- (c) encourage all persons, including those who share a relevant protected characteristic, to participate in public life or in any other activity in which participation by such persons is disproportionately low.
- (d) foster good relations between persons who share a relevant protected characteristic and persons who do not thereby tackling any prejudice, and deepening understanding.

OUR SCHOOL VALUES AND ETHOS

Speen is a school with a Christian foundation. We aim to:

- provide our pupils with a Christian foundation upon which they can build their lives, namely the example of Jesus Christ and the teachings of the bible

- model and teach Christian principles in every aspect of school life, so that children emerge from our care with an understanding of universally-applicable values which they have seen worked out in practice

To educate pupils to the best of their abilities, to create a happy and safe environment and to lay the foundations for our students to flourish in the future, the whole community at Speen School strives to instil and develop the following core values, which inform everything that we do:

- Caring
- Responsibility
- Courage
- Honesty
- Respect

CONDUCT

Governors and staff will:

- treat each other and all pupils with **respect**
- ensure equality of access for all pupils and prepare them for life in a diverse society
- provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures
- promote attitudes and values which will challenge discriminatory behaviour
- challenge and explore any discriminatory comments made about protected characteristics

Pupils-

- must treat each other and staff with **respect**
- must not bully, harass, victimise or discriminate against other pupils on grounds of protected characteristics or on grounds of socio-economic status
- should report any racist incident or act of discrimination in which they were directly or indirectly involved in or out of school to a member of staff as soon as reasonably practicable. It will then be reported to Bucks LA
- if they feel they have been abused or bullied for any reason including prejudice, they should report the matter as soon as reasonably practicable to a member of staff. All pupils can expect to be listened to and have their concerns investigated

Parents/carers, visitors and contract staff-

- when visiting or working at the school are required to observe the school's equality policy. Anyone who infringes the policy or Codes of Conduct will be challenged and may be asked to leave the site, and may be subject to additional sanctions according to any unsatisfactory conduct.
- at the school who become aware of any incidents associated with breach of this policy should report them to the Headteacher.

Parents/carers-

- can expect the school to discuss with them any incidents of abuse or bullying and harassment incidents in which their children have been involved if the incident was based on prejudice.
- who become aware of incidents associated with prejudice should contact their child's class teacher as soon as possible.

ACTION

Governors and staff will:

- ensure that new staff familiarise themselves with the school's policies on equality and inclusion as part of their induction process
- receive training from time to time on equal opportunities
- make reasonable adjustments to ensure disabled students do not experience discrimination or exclusion
- develop strategies for promoting pupils' understanding of protected characteristics
- give pupils the opportunity in the classroom to discuss and to identify and understand racism, sexism, disability and other forms of prejudice.
- take account of the performance of all pupils when planning for future learning and setting challenging targets.
- consider books and resources which challenge prejudice and use materials that reflect diversity within society
- develop learning materials and activities that emphasise benefits of having diverse communities, neighbourhoods, schools and groups;
- develop pupils' awareness so that they can detect bias and challenge discrimination;
- ensure that the PSHCE and Citizenship curriculum cover issues of equalities, diversity, human rights and inclusion;
- seek to involve all parents/carers in supporting their child's education;
- develop positive links with the homes of pupils and communities from which our pupils come
- prevent and deal with discriminatory behaviour, abuse, bullying, intimidation and harassment (see school's policy on bullying)

MONITORING

The Headteacher and Governors will:

- ensure that the principles of this policy are upheld as they apply to staff, parents/carers, contractors, pupil and others who use the service of the school
- ensure that there is a named Equality and Diversity Governor on the governing body
- ensure that the selection, appointment and promotion of staff occurs and is monitored on the basis of equal opportunities
- monitor the balance at all levels of the school of gender and ethnicity as well as membership of the governing body
- review the workings of the policy and produce an annual action plan which forms part of the School Development Plan for improving performance
- identify any bias or trends that may be associated with discrimination by recording breaches of this policy in the analysis of all aspects of school life

The Headteacher or a designated staff member will:

- maintain information about staff and pupils whose impairment affects:
 - Mobility
 - Manual dexterity
 - Physical co-ordination
 - Continence
 - Ability to lift, carry or otherwise move everyday objects
 - Speech, hearing or eyesight

- Memory or ability to concentrate, learn or understand
- Perception of the risk of physical danger

ACTION PLANNING

The Headteacher and Governors will analyse any sources of data and identify any discrepancies or trends that give rise to concern on equality grounds. The analysis will identify any issues associated with the protected characteristics listed on Page 1. They will propose actions that address any concerns, which will be included in the school's development plan.

GOVERNING BODY REVIEW

The named Equality Governor has a watching brief regarding the implementation of this policy. The Governing Body will regularly review, amend and adopt the action plan and this policy. The review shall consider

- Whether the school complies with all equalities legislation relevant to the school community
- Whether the policy is promoted effectively to all stakeholders, ensuring that staff, pupils, visitors and parents/carers understand and meet their responsibilities.
- Actions the school has taken in regard to any discriminatory/prejudiced incidents
- The effectiveness of the policy at increasing the inclusive atmosphere for all stakeholders
- The achievement of the Equality Objective/s listed in the action plan.
- Survey responses received, and any implications for policies, strategic planning and activities
- The School's participation in events that promote understanding and appreciation of race, disability and gender issues.
- Opportunities in the curriculum for pupils to understand issues relating to the key areas of race, disability and gender.
- Whether visual displays and resources within the school reflect race, disability and gender issues appropriately.

The Governing Body will also consider whether the population of pupils or staff is changing with regard to its racial, gender, community cohesion or disability mix, and if so whether any parts of this policy require to be amended, reinforced or deleted.

CONFIDENTIALITY

The Headteacher and the Governing Body will ensure that matters of confidentiality are dealt with appropriately.

SANCTIONS FOR BREACH

Contraventions of this policy or the Codes of Conduct principles will be treated as disciplinary matters.

Appendix 1: Glossary

Antisemitism	A certain perception of Jews, which may be expressed as hatred toward Jews.
Biphobia	Prejudice or negative attitudes, beliefs or views about bisexual people.
Cisgender	Someone whose gender identity is the same as the sex they were assigned at birth.
Disability	A physical or mental impairment, which has a substantial and long-term adverse effect on someone's ability to carry out typical day-to-day activities.
Discrimination	<p>This can be direct: When someone is treated less favourably than another person or other people because:</p> <ul style="list-style-type: none"> • they have a particular protected characteristic • someone thinks they have that protected characteristic (discrimination by perception) • they are connected to someone with that protected characteristic (discrimination by association) <p>Or indirect: There is a policy that applies in the same way for everybody but disadvantages a group of people who share a protected characteristic.</p>
Gender Identity	Someone's internal sense of their own gender, whether man, woman or some other gender. This may or may not align with their assigned sex
Harassment	Unwanted conduct, related to a relevant protected characteristic, which violates a person's dignity and/or which creates an intimidating, hostile, degrading, humiliating or offensive environment for that person.
Homophobia	Prejudice or negative attitudes, beliefs or views about lesbian, or gay people.
Islamophobia	A type of racism that targets expressions of Muslimness or perceived Muslimness.
Race and ethnicity	Includes skin colour, nationality and ethnic or national origins.
Racism	Prejudice or negative attitudes, beliefs or views about someone based on their skin colour, nationality, ethnic or national origin.
Reasonable Adjustment	<p>Taking reasonable steps to remove disadvantages faced by disabled people by:</p> <ul style="list-style-type: none"> • changing provisions, criteria or practices • changing or removing a physical feature or providing a reasonable alternative way to avoid that feature • providing auxiliary aids
Religion or belief	Religion is a formalised system of belief that aims to relate humanity to spirituality. Beliefs included are philosophical beliefs, which are considered to be similar to a religion. We include people who have no religion or a lack of belief.
Sex	Whether someone is male, female or intersex.
Sexism	Prejudice or negative attitudes, beliefs or views about someone based on their sex.
Sexual Orientation	Who someone is emotionally, mentally, and physically attracted to in relation to their sex/gender, this includes heterosexual, lesbian, gay, bisexual, pansexual and asexual.
Transgender	An umbrella term to describe people whose gender identity differs from what is typically associated with the sex they were assigned at birth.
Transphobia	Prejudice or negative attitudes, beliefs or views about transgender people including refusal to accept their gender identity.
Victimisation	<p>Treating someone badly because they are:</p> <ul style="list-style-type: none"> • making a claim or complaint of discrimination • helping someone else to make a claim by giving evidence or information Or because they intend to do so.