



# Single Equalities Policy



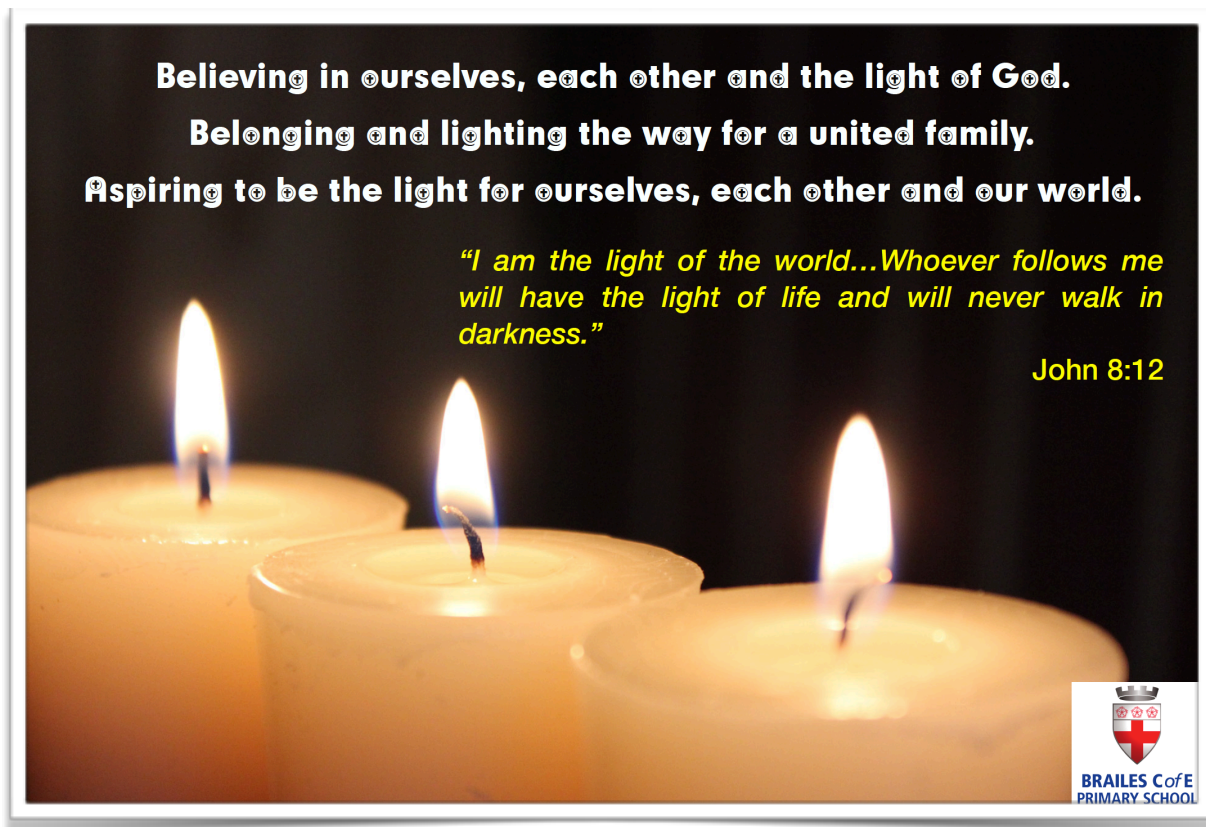
The Stour Federation Partnership

## 1. INTRODUCTION

- 1.1 This policy has amalgamated all of the protected characteristics covered in the Equality Act 2010, in to one Single Equalities Policy for the schools in the Stour Federation Partnership.

## 2. ETHOS

- 2.1 This policy outlines the commitment of staff and Governors to promote equality, diversity and human rights. There are no outsiders in our school: everyone is welcome and diversity in the school is celebrated. Our aim is to provide fairness for all involved in the school community and to ensure there is no discrimination on grounds of gender, marital status, race, disability, sexual orientation, gender identity (including transgender identity), religion or belief, age, pregnancy.
- 2.2 We believe that equality in The Stour Federation Partnership should permeate all aspects of school life and is the responsibility of every member of the school and the wider community. Every member of each school community should feel safe and valued. In the Stour Federation Partnership, equality is a key principle and we respect each other's differences and identities, as outlined in the Equality Act 2010 which is British law.
- 2.3 Believing in ourselves, each other and the light of God. Belonging and lighting the way for a united family. Aspiring to be the light for ourselves, each other and our world. This is our Christian school vision at Brailes CE Primary School which together with our core Christian Values of trust, respect, forgiveness, peace and courage shapes everything we do in our school community; every single one of us made in the image of God without exception or exclusion.



### **3. MONITORING AND REVIEW**

- 3.1 The staff members responsible for co-ordinating the monitoring and evaluation of the Single Equalities policy are the Associate Headteachers and Executive Headteacher. They will be responsible for:
- Providing updates on equalities legislation and each school's responsibilities in this regard
  - Headteacher termly reports to the Governing bodies on racist, homophobic and transphobic incidents, disability bullying or faith incidents and Prevent incidents.
  - Providing a curriculum that promotes Equalities throughout the schools and monitoring its impact.

### **4. CURRICULUM**

- 4.1 The Stour Federation Partnership will ensure that the curriculum of each school:
- Reflects a commitment to equality.
  - Prepares pupils for life in the UK which is a diverse society.
  - Fosters good relations between people who share a protected characteristic and those who do not.
  - Uses opportunities to reflect on the background and experience of pupils and the wider community.
  - Challenges prejudice and recognises and challenges discriminatory behaviour and language whenever it occurs.
  - Promotes each school's values and ethos explicitly through emotional Literacy, 'No Outsiders' scheme of work and associated picture books, PSHE lessons and assemblies.
  - Uses a range of images and materials that positively reflect a range of cultures, communities, identities and lifestyles.
- 4.2 The Stour Federation Partnership places emphasis on all staff promoting equalities as part of the 'hidden curriculum' of social interaction between staff and pupils.

## **Appendix 1: The Protected Characteristics within the Equality Act 2010, and their definitions (Legislation.gov.uk) are:**

### **Age**

A reference to a person who has a particular protected characteristic is a reference to a person of a particular age group.

### **Disability**

A person (P) has a disability if:

- (a) P has a physical or mental impairment, and
- (b) the impairment has a substantial and long-term adverse effect on P's ability to carry out normal day-to-day activities.

### **Gender reassignment**

A person has the protected characteristic of gender reassignment if the person is proposing to undergo, is undergoing or has undergone a process (or part of a process) for the purpose of reassigning the person's sex by changing physiological or other attributes of sex.

### **Marriage and civil partnership**

A person has the protected characteristic of marriage and civil partnership if the person is married or is a civil partner.

### **Race**

Race includes colour; nationality; ethnic or national origins.

### **Religion or Belief**

Religion means any religion and a reference to religion includes a reference to a lack of religion. Belief means any religious or philosophical belief and a reference to belief includes a reference to a lack of belief.

### **Sex (gender)**

A reference to a person who has a particular protected characteristic is a reference to a man or to a woman.

### **Sexual Orientation**

Sexual orientation means a person's sexual orientation towards - persons of the same sex, persons of the opposite sex, or persons of either sex.



## Appendix 2: No Outsiders Learning Intentions and Picture Books

Reception					
Learning Intention	To say what I think.	To understand that it's OK to like different things.	To make friends with someone different.	To understand that all families are different.	To celebrate my family.
Year 1					
Learning Intention	To like the way I am.	To play with boys and girls.	To recognise that people are different ages.	To understand our bodies work in different ways.	To understand that we share the world with lots of people.
Year 2					
Learning Intention	To understand what diversity is.	To understand how we share the world.	To understand what makes someone feel proud.	To feel proud of being different.	To be able to work with everyone in my class.
Year 3					
Learning Intention	To understand how difference can affect someone.	To understand what 'discrimination' means.	To find a solution to a problem.	Use strategies to help someone who feels different.	To be welcoming.
Year 4					
Learning Intention	To know when to be assertive.	To understand why people choose to get married.	To overcome language as a barrier.	To ask questions.	To be who you want to be.
Year 5					
Learning Intention	To learn from our past.	To justify my actions.	To recognise when someone needs help.	To appreciate artistic freedom.	To accept people who are different from me.
Year 6					
Learning Intention	To promote diversity.	To stand up to discrimination	To challenge causes of racism.	To consider how my life may change as I grow up.	To recognise my freedom.