



*Achieving Excellence Together in a Caring Community*

# Equality Policy

<b>Approved by:</b>	<b>Full Governing Body</b>	<b>Date: May 2022</b>
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## 1 Introduction

The Equality Act 2010 introduced a Public Sector Equality Duty (PSED) that applies to all public bodies. The Duty extends to certain protected characteristics – race, disability, gender, age, religion or belief, sexual orientation, pregnancy and maternity and gender reassignment, marriage and civil partnership.

In carrying out our everyday functions, Dorchester Primary School is required to have due regard to the need to:

- Eliminate Discrimination and other conduct that is prohibited by the Act
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it,
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it.

This Equality Policy will set out how we intend to carry out our responsibility under the PSED.

## Equality statement

At Dorchester Primary School our Staff and Governors seek to foster a safe, secure and challenging educational environment, where all pupils shine and reach their full potential at every stage of their education. We want the whole school community, pupils, staff, parents/carers and the local community to know their views are important and will be listened to.

We question and challenge discrimination and inequality, resolve conflicts peacefully and work and learn free from harassment and violence.

We recognise that there are similarities and differences between individuals and groups but we will strive to ensure that our differences do not become barriers to participation, access and learning and to create inclusive processes and practices, where the varying needs of individuals and groups are identified and met. We therefore cannot achieve equality for all by treating everyone the same.

We will build on our similarities and seek enrichment from our differences and so promote understanding and learning between and towards others to create cohesive communities.

At Dorchester Primary we:

- Strive to achieve equality of opportunity for all, adults and pupils.
- Educate all about discrimination and prejudice and promote a harmonious environment.
- Strive for all pupils to achieve the highest possible standards in their learning and make good progress.

- Ensure that the appointment of staff is in line with equal opportunities legislation.
  - Ensure that the governing body of the school reflects that of the wider community.
  - Identify barriers to learning and participation to meet a diversity of needs.
- This is reviewed each year to ensure that we comply with the Public Sector Equality Duty.

## Aims and objectives

We do not discriminate against anyone, be they staff or pupil or parent, on the grounds of any protected characteristic.

We promote the principle of fairness and justice for all through the education that we provide in our school. We recognise that doing this may entail treating some pupils differently.

We seek to ensure that all pupils have equal access to the full range of educational opportunities provided by the school.

We constantly strive to remove any forms of indirect discrimination that may form barriers to learning for some groups.

We ensure that all recruitment, employment, promotion and training systems are fair to all, and provide opportunities for everyone.

We challenge personal prejudice and stereotypical views whenever they occur.

We value each pupil's worth, we celebrate the individuality and cultural diversity of the community centered on our school, and we show respect for all minority groups.

We are aware that prejudice and stereotyping are caused by poor self- image and by ignorance. Through positive educational experiences, and support for each individual's legitimate point of view, we aim to promote positive social attitudes, and respect for all.

## Legislation and Guidance

This document meets the requirements under the following legislation:

- [The Equality Act 2010](#), which introduced the Public Sector Equality Duty and protects people from discrimination
- [The Equality Act 2010 \(Specific Duties\) Regulations 2011](#), which require schools to publish information to demonstrate how they are complying with the Public Sector Equality Duty and to publish equality objectives

This document also references the Department for Education (DfE) guidance: [The Equality Act 2010 and schools](#).

## The Role of Governors

In this policy statement the governing body has set out its commitment to equal opportunities, and it will continue to do all it can to ensure that all members of the school community are treated both fairly and with equity.

The governing body analyses and evaluates a range of school data. We check that all pupils are making the best possible progress, and that no group of pupils faces barriers to learning or is underachieving. To do this we monitor:

- admissions;
- attainment;
- exclusions;
- rewards and sanctions;
- Parents' and pupils' questionnaires.

The Governing Body will ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, pupils and parents

The governing body will ensure that the published equality information is updated at least every year, and that the objectives are reviewed and updated at least every 4 years

The governing body seeks to ensure that no person is discriminated against when applying for jobs at our school. The governors take all reasonable steps to ensure that the school environment properly accommodates all applicants.

The governing body will, in its annual report, make reference to arrangements for pupils with protected characteristics.

The governors welcome all applications to join the school.

The governing body ensures that no child is discriminated against whilst in our school on account of any protected characteristic.

So, for example:

- all children have access to the full range of the curriculum,
- regulations regarding school uniform will be applied equally to all pupils,
- if a child's religion has a bearing on school uniform, then the school will deal with each case sensitively, and with respect for the child's cultural traditions.

## **The Role of the Headteacher**

It is the head teacher's role to implement the school's Equality Policy, and she is supported by the governing body in so doing.

It is the head teacher's role to make sure that all staff are aware of the school's Equality Policy, and that teachers apply these guidelines fairly in all situations.

The head teacher ensures that all appointment panels give due regard to this policy, so that no-one is discriminated against.

The head teacher promotes the principle of equality when developing the curriculum, and in providing opportunities for training.

The head teacher promotes respect for other people in all aspects of school life; in the assembly, for example, respect for other people is a regular theme, as it is also in displays around the school.

The head teacher views all incidents of unfair treatment, and any discriminatory incidents, with due concern.

## **The Role of the Class teacher**

We make sure we do not discriminate against any child.

When selecting classroom material, teachers strive to provide resources which give positive images, and which challenge stereotypical images of protected characteristics.

Class teachers organise the curriculum to support each child to reach their personal best by organising additional support, grouping pupils in a variety of ways; differentiating the curriculum by task outcome, pace or support to enable each pupil to make good progress.

We seek to implement this policy when designing schemes of work, both in our choice of topics to study, and in how we approach sensitive issues.

So, for example, history topics include examples of the significant contributions women have made in this country's history. In geography the teacher attempts to counter stereotypical images of Africa and Asia, and to show the true diversity of development in different parts of the world.

All our teachers and support staff challenge any incidents of prejudice or discrimination. We record any incidents in the school log book, and draw them to the attention of the head teacher.

## Eliminating discrimination

The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.

Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

Staff and governors are regularly reminded of their responsibilities under the Equality Act – for example, during meetings. Where this has been discussed during a meeting it is recorded in the meeting minutes.

New staff receive training on the Equality Act as part of their induction, and all staff will receive refresher training at the start of every academic year.

The school has a designated member of staff for monitoring equality issues, and an equality link governor. They regularly liaise regarding any issues and make senior leaders and governors aware of these as appropriate.

## Advancing Equality of Opportunity

As set out in the DfE guidance on the Equality Act, the school aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people that are connected to a particular characteristic they have (e.g. pupils with disabilities, or gay pupils who are being subjected to homophobic bullying)
- Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling Muslim pupils to pray at prescribed times)
- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all pupils to be involved in the full range of school societies)

In fulfilling this aspect of the duty, the school will:

- Publish attainment data each academic year showing how pupils with different characteristics are performing
- Analyse the above data to determine strengths and areas for improvement, implement actions in response and publish this information
- Make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying)
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils

## Fostering Good Relations

The school aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE, citizenship and personal, social, health and economic (PSHE) education, but also activities in other curriculum areas. For example, as part of teaching and learning in English/reading, pupils will be introduced to literature from a range of cultures
- Holding assemblies dealing with relevant issues. Pupils will be encouraged to take a lead in such assemblies and we will also invite external speakers to contribute
- Working with our local community. This includes inviting leaders of local faith groups to speak at assemblies, and organising school trips and activities based around the local community
- Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school. For example, our school council has representatives from different year groups and is formed of pupils from a range of backgrounds. All pupils are encouraged to participate in the school's activities, such as sports clubs. We also work with parents to promote knowledge and understanding of different cultures
- We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach

## Monitoring and review

It is the responsibility of our governing body to monitor the effectiveness of this policy. The governors will therefore:

- monitor the progress of pupils from protected characteristics, comparing it to the progress made by other pupils in the school;
- monitor the staff appointment process, so that no-one applying for a post at this school is discriminated against;
- require the head teacher to report to governors annually on the effectiveness of this policy;
- take into serious consideration any complaints from parents, staff or pupils regarding equal opportunity;
- monitor the school's behaviour policy, and the numbers of exclusions, to make sure that pupils from minority groups are not unfairly treated.

This policy will be reviewed by the Governing Body every four years, or earlier if it is considered necessary.

Adopted and agreed by all staff and the Governing Body May 2022