



*'Bringing out the best in everyone'*

## Equality Statement and Objectives

'I always knew that deep down in every human heart, there was mercy and generosity. No one is born hating another person because of the colour of their skin, or background, or religion. People must learn to hate, and if they can learn to hate, they can be taught to love, for love comes more naturally to the human heart than its opposite.' Long Walk to Freedom - Nelson Mandela

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Haversham Village School wants to be recognised as a school at the heart of the community, providing an inclusive, safe, caring and stimulating environment in which to learn.

### Equality Statement

At Haversham Village School, we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of race, gender, disability, faith or religion or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life. The achievement of pupils will be monitored by race, gender and disability and we will use this data to support pupils, raise standards and ensure inclusive teaching. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all. At Haversham Village School, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

## **Legal Duties**

The Equality Act (2010) is a legal framework to protect the rights of the individual from unfair treatment and promotes equality of opportunity for all in order to establish a fair and more equal society. The Public Sector Equality Duty (2011) within the Act covers the following protected characteristics: age, disability, gender and gender reassignment, pregnancy and maternity, ethnicity, religion and belief, sexual orientation and sexual identify, marriage and civil partnership.

The Education and Inspections Act (2006) also highlights our duty as a school to contribute to the development of cohesive communities both within our school's physical boundaries and within our local, national and global environments.

Our school also embraces the duties set out in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities and the Human Rights Act which promote working together with others to improve children's educational and wellbeing outcomes.

## **Our Vision Statement**

***'Bringing out the best in everyone'***

The children's outcomes, success and well being are central to our beliefs and vision. We firmly believe that all children are different all children are special and should be treated as such. Our primary purpose is to enhance the quality of children's learning through the effective and efficient delivery of the curriculum. We are committed to honesty, sensitivity and responsibility in all relationships. We will adopt a philosophy of continuous improvement in every aspect of the school's work and life.

## **Our School Aims, Values and expectations**

These values and expectations are outlined within our behaviour policy and are explicitly taught throughout lessons and assemblies in school.

- a) for the happiness and smooth running of the school that we foster positive, caring attitudes towards one another and the environment.
- b) to acknowledge that everybody in the school community has a personal part to play and each person's talents will be valued and enjoyed .
- c) to support those who need help and encouragement, in particular nurturing the self-esteem of all.
- d) to listen with care to the views and opinions of other people and value them.
- e) respond to any concerns about bullying, investigating them thoroughly and resolving, without delay.
- f) to maintain a consistent policy where everyone understands what is expected of them, the reasons for any existing rules and any resulting sanctions.
- g) on occasions when an injustice or injury has been done, that we should provide a time and space in which the child involved can reflect on his / her actions and, where relevant, make reparation through providing support and comfort.
- h) that we respond in a polite, and thoughtful manner to one another.
- i) to raise awareness amongst pupils for the need to recognise and manage their emotions and reactions; and

j) to support pupils whose behaviour within the school environment is challenging or who may find friendship and co-operation difficult.

At Haversham Village School we have developed a list of golden rules. All staff at Haversham Village school expect pupils to be:

- Kind and helpful - we don't hurt anyone's feelings.
- Gentle - we don't hurt each other or resort to being physical.
- Good listeners - we don't interrupt and wait our turn to talk .
- Polite and friendly - we treat each others how we wish to be treated.
- Considerate - we try our hardest to understand others points of view.
- Honest - we don't cover up the truth.
- Forgiving - we over come problems and differences calmly together.
- Engaged and hardworking - we don't waste our own or other time.
- Respectful of property - we don't waste or damage things.
- Positive - we understand that getting things right is hard and sometimes the lesson is in the journey.
- Responsible - we take responsibility for our choices and actions.

### **Addressing Prejudice Related Incidents**

Haversham Village School is opposed to all forms of prejudice and we recognise that children and young people who experience any form of prejudice related discrimination may fair less well in the education system. We provide both our pupils and staff with an awareness of the impact of prejudice in order to prevent any incidents. If incidents still occur we address them immediately in line with the schools behavioural policy. We will address the experience, understanding and needs of the victim, perpetrator, by-standers and the wider school community through our actions and responses to the above. We keep a record of all prejudice-related incidents and, if requested, provide a report to the local authority about the number, type and seriousness of such incidents and how they have been dealt with in school.

### **Responsibility**

We believe that promoting Equality is the whole school's responsibility:

<b>School Community</b>	<b>Responsibility</b>
<b>Head Teacher / Deputy Head</b>	Promoting key messages to staff, parents and pupils about equality and what is expected of them and can be expected from the school in carrying out its day to day duties. Ensuring that all of the school community receives adequate training to meet the need of delivering equality, including pupil awareness. Ensure that all staff are aware of their responsibility to record report, and respond appropriately to prejudice related incidents.
<b>Governing Body</b>	Providing challenge to the head teacher and ensuring the equality statement and objectives are fit for purpose.

<b>Teaching Staff</b>	Help in delivering the right outcomes for pupils. Uphold the commitment made to pupils and parents/carers on how they can be expected to be treated. Design and deliver an inclusive curriculum. Ensure that you are aware of your responsibility to record, report and respond appropriately to prejudice related incidents.
<b>Non -Teaching Staff</b>	Support the school and the governing body in delivering a fair and equitable service to all stakeholders. Uphold the commitment made by the head teacher/principal on how pupils and parents/carers can be expected to be treated. Support colleagues within the school community. Ensure that you are aware of your responsibility to record, report and respond appropriately to prejudice related incidents.
<b>Parents/Carers</b>	Take an active part in identifying barriers for the school community and in informing the governing body of actions that can be taken to eradicate these. Take an active role in supporting and challenging the school to achieve the commitment given to the school community in tackling inequality and achieving equality of opportunity for all.
<b>Pupils</b>	Supporting the school to achieve the commitment made to tackling inequality. Uphold the commitment made by the head teacher on how pupils and parents/carers, staff and the wider school community can be expected to be treated.
<b>Local Community Members</b>	Take an active part in identifying barriers for the school community and in informing the governing body of actions that can be taken to eradicate these. Take an active role in supporting and challenging the school to achieve the commitment made to the school community in tackling inequality and achieving equality of opportunity for all.

**We will ensure that the whole school community is aware of the Single Equality Policy and our published equality information and equality objectives by publishing them on the school's website.**

### **Breaches**

Breaches to this statement will be dealt with in the same ways that breaches of other school policies are dealt with, as determined by the head teacher and governing body.

### **Monitor and Review**

Every four years, we will review our objectives in relation to any changes in our school profile. Our objectives will sit in our overall school improvement plan and therefore will be reviewed as part of this process.



## Haversham Village School Equality Objectives 2021 - 2022

At Haversham Village School, the spiritual, social moral and cultural development of all our children is paramount.

We believe that the most important function of the school is to maintain an environment in which every member of the school is able to succeed and we aim to bring out the best in everyone.

There must be a total consistency of expectation that everyone (irrespective of gender, ethnicity, religion or culture) should feel safe and secure; have empathy for all others and place a high value upon individual achievement and personal development.

**To achieve this, our equality objectives are as follows:**

- To promote spiritual, moral, social and cultural development and understanding through a rich range of experience, both in and beyond the school.
- To reduce prejudice and increase understanding of equality through direct teaching across the curriculum.
- To ensure that all pupils are given similar opportunities with regards to after-school clubs and enrichment activities.
- Diminish the difference in attainment between those children considered to be 'disadvantaged' and those who are not.
- To allow equal access to information for all parents.
- To ensure the school environment is accessible to all pupils, staff and visitors.