



## Policy for Equality

Last Reviewed by Governing Body :  
February~~January~~ 2018

Date of next review : January 2019

## **Mission Statement**

A Family of Creative Thinkers Aspiring to Excellence

Our Vision:

To develop outstanding citizens of the future who are innovative, resilient and committed to making a difference.

By:

- Teaching the importance of being compassionate and respectful to others and role modelling the Christian Values.
- Providing a creative curriculum that inspires a passion for learning and promotes excellence.
- Collaborating with others to support everyone to achieve their very best.
- Providing a nurturing and safe environment where children can be healthy and happy both physically and emotionally.
- Facilitating investigative learning opportunities through the development of the effective characteristics of learning.

St Anne`s CE Lydgate Primary School is an inclusive school where we focus on the well-being and progress of every child and where all members of our community are of equal worth.

We believe that the Equality Act provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people. It also ensures that we continue to tackle issues of disadvantage and underachievement of different groups.

We recognize that these duties reflect international human rights standards as expressed 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 1998.

**Our approach to equality is based on the following 7 key principles.**

1. **All learners are of equal value.** Whether or not they are disabled, whatever their ethnic, culture, national origin, national status, whatever their gender and gender identity, whatever their religious or non-religious affiliation or faith background and whatever their sexual orientation.

2. **We recognise, respect and value difference and understand that diversity is a strength.** We take account of differences and strive to remove barriers and disadvantages which people face in relation to disability, ethnicity, gender, religion, belief, faith or sexual orientation. We believe that diversity is a strength which should be respected and celebrated by all those who learn, teach and visit in school.
3. **We foster positive attitudes and relationships.** We actively promote positive attitudes and mutual respect between groups and communities different from each other.
4. **We foster a shared sense of cohesion and belonging.** We want all members of our school community to feel a sense of belonging within the school and wider community and to feel that they are respected and able to participate fully in school life.
5. **We observe good equalities practice for our staff.** We ensure that policies and procedures benefit all employees and potential employees in all aspects of their lives.
6. **We have the highest expectations of all of our children.** We expect that all children can make good progress and achieve their highest potential.
7. **We work to raise standards for all children, but especially for the most vulnerable.** We believe that improving the quality of education for the most vulnerable groups of children raises standards across the whole school.

### **Purpose of the policy**

The Equality Act 2010 was introduced to ensure protection from discrimination, harassment and victimisation on the grounds of specific characteristics (referred to as protective characteristics). This means that schools cannot discriminate against children/staff or treat them less favourably because of their gender, race, disability, religion or belief, gender reassignment, sexual orientation, pregnancy or maternity. Age and marriage and civil partnerships are also “protected characteristics.”

The Act requires all public organisations, including schools, to comply with the Public Sector Equality Duty and two specific duties:

The **Public Sector Equality Duty** or “general duty.”

This requires all public organisations, including schools to eliminate:

- unlawful discrimination harassment and victimisation;
- advance equality of opportunity between different groups; and
- foster good relations between different groups.

## **Two “specific duties”**

- Publish information to show compliance with the Equality Duty; and
- Publish Equality objectives at least every 4 years, which are specific and measurable.

This policy describes how the school is meeting these statutory duties and is in line with national guidance. It includes information about how the school is complying with the Public Sector Equality Duty and also provides guidance to staff and outside visitors about our approach to promoting equality.

## **Development of the policy**

This policy is part of our commitment to promoting equalities and providing an inclusive school.

When developing the policy, we took account of the DfE guidance on the Equality Act 2010 and also Ofsted Inspection Framework, which places a strong focus on improving the learning and progress of different groups and on closing gaps in standards.

We note that OFSTED has a statutory duty to report on the outcomes and provision for children who are disabled and those who have special educational needs.

## **Links to other policies**

Although this policy is the key document for information about our approach to equality there are also references in the behaviour, admissions, SEN and anti-bullying policies.

The Equality Act also applies to schools in their role as employers and the way we comply with this can be found in our recruitment policy.

## **What we are doing to eliminate discrimination, harassment and victimisation**

We take account of equality issues in relation to admissions and exclusions; the way we provide education for our children and the way we provide access for children to facilities and services.

We are aware of the Reasonable Adjustment duty for disabled children – designed to enhance access and participation to the level of non-disabled children and stop disabled children being placed at a disadvantage compared with their non-disabled peers.

The Head Teacher ensures that all appointment panels give due regard to this policy so that no one is discriminated against when it comes to employment, promotion or training opportunities.

We ensure that those who are affected by a policy or activity are consulted and involved in the design of new policies and in the review of existing ones.

We take seriously the need to consider the equality implications when we develop, adapt and review any policy or procedure and whenever we make significant decisions about the day to day life of the school.

We actively promote equality and diversity through the curriculum and by creating an environment which champions respect for all.

Our admissions arrangements are fair and transparent and we do not discriminate against children by treating them less favourably on the grounds of their gender, race, disability, religion or belief, sexual orientation or gender reassignment.

### **Encouraging Positive Social Interaction, Exclusions and Attendance**

Our Positive Behaviour Policy takes full account of the duties under the Equality Act. We make reasonable, appropriate and flexible adjustment for children with a disability or special educational need. We closely monitor data on absence (any exclusions) for evidence of over-representation of different groups and take prompt action to address concerns.

### **Addressing prejudice and prejudice based bullying**

The school challenges all forms of prejudice and prejudice based bullying, which stand in the way of fulfilling our commitment to inclusion and equality:

- Prejudices around disability and special educational needs;
- Prejudices around race, religion or belief, for example, anti-Semitism and Islamophobia, travellers, migrants, refugees and people seeking asylum; and
- Prejudices around gender and sexual orientation, including homophobia.

Where necessary, we keep a record of prejudice related incidents and provide a report to Governors about the numbers, types and seriousness of prejudice based incidents at our school and how we deal with them. We review this data termly and take action to reduce incidents. When we are aware that the legislation relates mainly to current but also to future children, we will for example be sufficiently prepared if a visually impaired, hearing impaired or Gypsy Roma traveller joins our school. We avoid language that runs the risk of placing a ceiling on any child's attainment or that seeks to define their potential as learners such as "less able."

We use a range of teaching strategies that ensure we meet the needs of all children.

We provide support to children at risk of underachieving.

We are alert and proactive about the potentially damaging impact of negative language in matters such as race, gender, disability and sexuality.

In addition to avoiding or minimizing possible negative impacts of our policies, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist between for example:

- Disabled and non-disabled people; and;
- People of different ethnic, cultural and religious backgrounds;
- Girls and boys

We ensure equality of access for all children to a broad and balanced curriculum, removing barriers to participation where necessary.

### **Positive Action**

We will take positive and proportionate action to address the disadvantage faced by particular groups of children with particular protected characteristics, such as targeted support.

### **What are we doing to foster good relations?**

We prepare our children for life in a diverse society and ensure that there are activities across the curriculum that promote the spiritual, moral, social and cultural development of our children

We teach about difference and diversity and the impact of stereotyping, prejudice and discrimination through PSHE, Collective worship and across the curriculum.

We use materials and resources that reflect the diversity of the school population, local community and wider world in terms of race, gender, sexual identity and disability avoiding stereotyping.

We promote a whole school ethos and values that challenge prejudice based on discriminatory language, attitudes and behaviour. We provide opportunities for children to listen to a range of opinions and empathise with different experiences. We promote positive messages about equality and diversity through displays, assemblies, visitors, whole school events.

### **Publishing Equality Objectives**

The objectives which we identify represent our school priorities and are the outcome of careful review and analysis of data or other evidence. They also take in account national and local priorities and issues.

### **Roles and Responsibilities**

We expect all members of the school community and visitors to support our commitment to promoting equalities and meeting the requirements of the Equality Act. We will provide training, guidance and information to enable them to do this.

### **Governing Body**

The Governing Body is responsible for ensuring that the school complies with legislation and that this policy and its related procedures and action plans are implemented.

Head Teacher and Leadership Team

The Head Teacher is responsible for implementing the policy; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination.

### **Teaching and Support Staff**

All staff will:

- promote an inclusive and collaborative ethos
- challenge prejudice and discrimination
- deal fairly and professionally with any prejudice related incidents that may occur
- plan and deliver learning activities that reflect the school's principles
- maintain the highest expectations of success for all children

- support different groups of children in class through differentiated planning and teaching, especially those who may find aspects of academic learning difficult
- keep up to date with equalities legislation relevant to their work

We will provide training and guidance on Equalities for all staff new to the school as part of the induction procedure. We will go through the principal expectations and duties of the Equality Act at a whole staff meeting at the beginning of each academic year.

### **Visitors**

All visitors to the school, including parents and carers are expected to support our commitment to equalities and comply with the duties set out in this policy.

### **Equal Opportunities for Staff**

We are committed to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing and employment.

All staff appointments and promotions are made on the basis of merit and ability and in compliance with the law.

We respect the religious beliefs and practice of all staff, children and parents and comply with reasonable requests relating to religious observance and practice.

We ensure that all staff, including support and administrative staff, receive appropriate training and opportunities for professional development both as individuals, groups or teams.

### **Monitoring and Evaluation**

Policy and practice is monitored and evaluated on a regular basis.

Feedback will be given to all staff along with recommendations to inform future policy and planning.

The school leadership team have a responsibility to ensure the policy is embedded into the school provision and report to governors on the effectiveness of the policy.

### **Disseminating the policy**

This Equality Policy along with the Equality Objectives and data is available:



- On the school website
- As paper copies at the school office

The school environment is increasingly accessible to children, staff and visitors to the school (see Accessibility Plan)

Open evenings and other events which parents, carers and the community attend, are held in an accessible part of the school and issues such as language barriers are considered.

The accessibility needs of parents, children and staff are considered in the publishing and sending out of information.