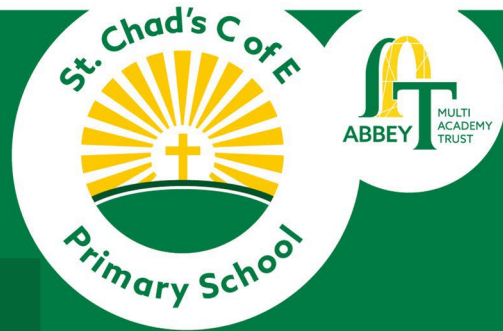


In partnership to
Educate, Nurture & Empower



St Chad's C of E Primary School

POLICIES & PROCEDURES

**Policy Title: Equality Policy and
Objectives 2021-2025**

Date Policy Approved: 18th January 2021

Approving Body: Local Governing Body

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1. Vision and Aims

At St. Chad's CofE Primary School, our vision is to create a caring and inclusive community where all members are valued. In line with this vision, we are committed to promoting equality and diversity across the school, ensuring that every individual is treated fairly and with respect. Our Equality Policy outlines our commitment to eliminating discrimination, promoting equality of opportunity, and fostering good relations between all stakeholders. By upholding these principles, we aim to create an environment where in the light of God, all members of the school community can thrive, learn, and achieve their full potential.

Our school aims to meet its obligations under the public sector equality duty by having due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010
- 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

2. 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 is also based on Department for Education (DfE) guidance: [The Equality Act 2010 and schools](#).

This document also complies with our funding agreement and articles of association.

3. Roles and responsibilities

The governing board 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, and that they are reviewed and updated at least once every four years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher

The equality link governor is Richard Gibson. They will:

- Meet with the designated member of staff for equality every term, and other relevant staff members, to discuss any issues and how these are being addressed
- Ensure they're familiar with all relevant legislation and the contents of this document
- Attend appropriate equality and diversity training

- Report back to the full governing board regarding any issues

The headteacher will:

- Promote knowledge and understanding of the equality objectives amongst staff and pupils
- Monitor success in achieving the objectives and report back to governors
- The designated member of staff for equality (Mrs Niemczyk) will:
 - Support the headteacher in promoting knowledge and understanding of the equality objectives amongst staff and pupils
 - Meet with the equality link governor every term to raise and discuss any issues
 - Support the headteacher in identifying any staff training needs, and deliver training as necessary

All school staff are expected to have regard to this document and to work to achieve the objectives as set out in section 8.

4. Our guiding principles

Our approach to equality is based on the following key principles:

Principle 1: All members of the school and wider community are of equal value

We see all members of the school and wider community of equal value:

- whether or not they are disabled;
- whatever their ethnicity, culture, religious affiliation, national origin or socioeconomic circumstances;
- whichever their gender and sexual orientation;
- whatever their age.

Principle 2: We recognise and respect diversity

Treating people equally does not necessarily involve treating them all the same. Our policies, procedures and activities must not discriminate, but are differentiated, as appropriate, to take account of differences of life-experience, outlook and background, and in the kinds of barrier and disadvantage which people may face, in relation to:

- disability, so that reasonable adjustments are made.
- ethnicity, so that different cultural backgrounds and experiences of prejudice are recognized.
- gender and sexual orientation so that the different needs and experiences of girls and boys, women and men are recognised.
- age.

Principle 3: We foster positive attitudes and relationships, and a shared sense of cohesion and belonging

We intend that our policies, procedures and activities should promote:

- positive attitudes towards disabled people, good relations between disabled and non-disabled people, and an absence of harassment of disabled people;
- positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, religious

affiliation, national origin or socio-economic circumstances, and an absence of prejudice-related bullying and incidents;

- mutual respect and good relations between boys and girls, women and men, and an absence of sexual harassment;
- promote positive intergenerational attitudes and relationships.

Principle 4: We will ensure that the recruitment, retention and ongoing development of staff is undertaken in a fair and equitable manner to support our academy's vision and values

Policies and procedures should benefit all employees and potential employees, for example in recruitment and promotion, and in continuing professional development:

- whether or not they are disabled;
- whatever their ethnicity, culture, religious affiliation, national origin or socioeconomic circumstance;
- whichever their gender and sexual orientation;
- whatever their age.

Principle 5: We aim to reduce and remove inequalities and barriers that already exist. In addition to avoiding or minimising possible negative impacts, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist between:

- disabled and non-disabled people;
- people of different ethnic, cultural and religious and socio-economic backgrounds
- girls and boys, women and men;
- Lesbian, Gay, Bisexual and Transgender;
- Age (where appropriate).

Principle 6: We consult widely

People affected by a policy or activity should be consulted and involved in the design of new policies, and in the review of existing ones. We involve where ever possible:

- disabled people as well as non-disabled;
- people from a range of ethnic, cultural and religious and socio-economic backgrounds;
- both women and men, and girls and boys;
- Lesbian, Gay, Bisexual and Transgender;
- a variety of age groups.

Principle 7: We feel that the community as a whole should benefit

We intend that our policies and activities should benefit society as a whole, both locally and nationally, by fostering greater social cohesion, and greater participation in public life of:

- disabled people as well as non-disabled;
- people of a wide range of ethnic, cultural and religious and socio-economic backgrounds;
- both women and men, girls and boys;
- Lesbian, Gay, Bisexual and Transgender;
- people of different ages and between generations.

Principles in themselves are not enough

In the light of the principles stated above, we have identified practical priorities and plans of specific action, in order to promote equality in:

- disability;
- race, colour, nationality, ethnic or national origin
- gender
- sexual orientation;
- sex (including transgender people)
- religion and belief;
- age;
- socio-economic circumstances
- maternity and pregnancy
- marriage and Civil partnership (for employees)

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

To eliminate discrimination, harassment and victimisation

We meet our legal duty and live out our guiding principles listed above by:

- Opposing all forms of prejudice which stand in the way of fulfilling legal duties for all aspects of equality:
 - prejudices around disability and special educational needs;
 - prejudices around racism and xenophobia, including those that are directed towards religious groups and communities, for example anti-semitism and Islamophobia, and those that are directed against Travellers, refugees and people seeking asylum;
 - prejudices reflecting sexism and homophobia.
- Providing guidance to staff on how prejudice-related incidents should be identified, assessed, recorded and dealt with.
- Taking seriously our obligation to report regularly to the local authority about the numbers, types and seriousness of prejudice-related incidents at our academy and how they were dealt with in line with existing and future legal requirements.

To advance equality of opportunity between different groups

We meet our legal duty and live out our guiding principles listed above by:

- Ensuring new policies and practices, and reviews of current policies and practices do not discriminate any group or individual.
- Taking account of the needs of individuals in light of the needs of others as individuals, groups and the community for learning, working and volunteering and facilitating change as needs change.
- Regularly and frequently monitoring and evaluating the impact of policies and practices on individuals and groups, including the impact of enabling opportunity for one on that of another, over time.
- Remaining alert to the potential impact of any negative, prejudicial language or behaviour on particular learners and groups of learners and addressing any such consequence with a sense of urgency and immediacy.

To foster good relations

We meet our legal duty and live out our guiding principles listed above by:

- Being explicit in how we role model and communicate our expectations for attitudes and behaviours to each other demonstrating respect, courtesy and concern for everyone, including visitors and guests at all times.
- Teaching and explaining our Christian values through collective worship, personal, social, health and relationships curriculum, religious education, public celebration of spiritual growth, learning achievements and personal successes.
- Exploring diversity of faith, religion, culture, spirituality and community through the religious education curriculum.
- Positive representation of ethnic groups across the curriculum.
- Guidance, advice to families including explanation of our expectations and practices for positive behaviour management.

Other ways we address equality issues

- The Curriculum
 - We actively seek opportunities to review the curriculum (including the hidden curriculum) and curriculum subject or areas in order to ensure that teaching and learning reflect the seven principles outlined above.
 - We ensure staff are offered the opportunity to engage in appropriate training and development to support the achievement of the seven principles.
- Actions plans
 - We plan improvement and developments for all areas of school life with reference to the principles above
 - We frequently, and regularly, review and reshape our action plans to ensure changing needs of all groups and individuals are identified and addressed.

- Our plans for learners are fully informed by available school, Trust, local and national information and data to ensure equality of opportunity for learners across the school by comparison with those beyond it.
- We use published, proven research to inform action plans ensuring the most effective approaches and strategies are used to enhance and enrich learning opportunities and academy development process and practices.
- Our ethos and organisation

We ensure that the principles listed above apply also to the full range of our policies and practices, including those that are concerned with:

 - learners' progress, attainment and assessment;
 - learners' and staff personal development, welfare and well-being;
 - teaching styles and strategies; o admissions and attendance;
 - staff and governor recruitment, retention and professional development;
 - care, guidance and support;
 - behaviour, discipline and exclusions;
 - working in partnership with parents, carers and guardians;
 - working with the wider community;
 - Participation of groups in wider academy activities;
 - Preparing all members of the learning community for living and positively contributing to a diverse society.

5. 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 which 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

6. 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:

- Positive representations of ethnic groups within the curriculum, for example the inclusion of Black History
- 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 potential 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

7. Equality considerations in decision-making

The school ensures it has due regard to equality considerations whenever significant decisions are made.

The school always considers the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, the school considers whether the trip:

- Cuts across any religious holidays
- Is accessible to pupils with disabilities
- Has equivalent facilities for boys and girls

8. Equality objectives

Objective 1: To continue to promote understanding and respect for diversity and equality

To achieve this objective we plan to:

- Raise awareness of aims and objectives of policy by sharing with staff and the wider community

- Provide further staff training in all aspects of equality & diversity to support staff understanding and awareness
- Introduce all aspects of statutory RHE into the PSHE curriculum and continue to build a shared understanding of this work with parents/carers so they can support this at home

Progress we are making towards this objective:

- A clear policy is in place which is shared on the school website and is understood by the school community
- Staff development sessions, including but not limited to those around curriculum, SEND and safeguarding include training to further develop understanding and awareness of equality and diversity amongst all staff
- A bespoke PSHCE curriculum has been developed for our school context, which includes all aspects of statutory RHE. Details of the curriculum are shared on the school website

Objective 2: To ensure that the school promotes role models that young people positively identify with, who reflect and broaden the school's diversity in terms of race, gender and disability

To achieve this objective we plan to:

- Ensure any selection panels are aware of, and take account, of the school's aims regarding equality and diversity
- Consider opportunities to promote diversity through all aspects of the curriculum, e.g. resourcing, study of historical figures etc
- Promote engagement of visiting speakers to school to broaden children's perceptions of equality and diversity
- Ensure the school calendar and displays reflects opportunities to reflect and remember the importance of diversity e.g. Black History Month, International Women's Day etc.

Progress we are making towards this objective:

- Selection panels are briefed on the school's aims to enable members to take account of the school's aims
- Work to develop the curriculum is ongoing, with the aim of further promoting equality and diversity. A range of historical figures are studied and resources are carefully selected to ensure they are representative of our diverse community. When selecting texts for the school library, class libraries or for curriculum study, leaders take account of the importance of promoting diversity
- Black History Month provides an opportunity for pupils to learn about key figures from black history, with an emphasis on leaders in key areas such as art, literature, science, engineering, maths and technology.

Objective 3: To ensure tolerance and respect towards individuals who identify with any of the protected characteristics

To achieve this objective we plan to:

- Ensure regular analysis of any negative behaviour incidents to identify any patterns related to protected characteristics, e.g. racism, and ensure any necessary action is taken to mitigate this, e.g. further education, involvement of parents/carers etc
- Utilise collective worship (assembly) opportunities to promote equality and diversity and to tackle issues of discrimination or oppression for any protected groups.
- Respond to world news/current affairs issues (related to any individuals/protected characteristics) through collective worship (Picture News) or PSHE sessions
- Continue to promote the school's position regarding equality through communication channels with parents/carers so that there is a shared appreciation of diversity and/or British Values

Progress we are making towards this objective:

- Policies are in place with clear procedures for dealing with any incidents relating to protected characteristics. Monitoring systems enable reporting of incidents to school and Trust leaders and to the local governing body
- Staff challenge discrimination and promote equality through the curriculum, including PSHCE lessons, as well as through collective worship. Our Christian values, along with fundamental British values are explicitly taught to support pupils in challenging opinions or behaviour which may lead to gender stereotyping, racism or homophobic bullying.
- Picture News is weekly in collective worship to give pupils a deeper understanding of world issues and current affairs.

Objective 4: To monitor assessment and other data at regular intervals to ensure that children are not being disadvantaged by belonging to a protected group

To achieve this objective we plan to:

- Careful tracking of attainment and progress for pupils with the "Protected Characteristics".
- Ensure reasonable adjustments are in place for these children.
- Where appropriate, work with outside agencies to achieve the best progress for our children
- Monitor engagement of uptake at any extra-curricular activities or enrichment provision to ensure these opportunities are accessible to all

Progress we are making towards this objective:

- Clear procedures are in place for collecting attainment and progress data for all pupils. Information is analysed by various categories, such as gender and ethnic group to examine trends. Attainment and progress data is shared termly with the local governing body
- Areas which could have an adverse impact on pupils' attainment and progress, such as exclusion, racial harassment, bullying, teaching and learning, behaviour, and enrichment opportunities are monitored termly to support in analysis of pupil attainment.

9. Monitoring arrangements

The headteacher will update the equality information we publish, [described in sections 4-7 above], at least every year.

This document will be reviewed by local governing board at least every 4 years.

This document will be approved by local governing board.

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessment