



Inspiring all to learn, care and share

Statham Primary School Equality Policy

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Statement of intent

Our policy expects all of the staff and Governors to promote equality. This involves actively removing the barriers that lead to unequal outcomes so that equality of access and diversity of our school community is celebrated and valued. Equality at our school permeates all aspects of school life and is the responsibility of every member of the school community and applies to everyone associated with our school. At Statham Primary School, equality is a key principle for valuing all people the same irrespective of their gender identity, ethnicity, disability, religious beliefs/faith tradition, sexual orientation, age or any other of the protected characteristics (Equalities Act 2010). This policy has been drawn up as a result of collaboration between staff and governors, driven first and foremost by our community ethos and also by legislation. It has been shared with the whole school community. At Statham Primary School, every member of the school community should feel safe, valued and of equal worth.

To achieve our aims, we will adopt the following methods:

- Embedding equality within teaching and resources
- Using key data indicators to understand the needs and characteristics of our school
- Promoting community cohesion
- Promoting parental engagement
- Investing in regular staff training
- Using key data, such as measures of wellbeing, to monitor the progress of pupils with protected characteristics
- Regularly reviewing our equality policy to ensure it reflects current trends and issues

Signed by:

Headteacher

Date: Oct 2022

Chair of governors

Date:

Legal framework

- We welcome our duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age, disability, gender reassignment, marriage or civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.
- We welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.
- We recognise 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.

The Equality Act 2010 sets out the characteristics which are protected from discrimination by law:

- Age
- Being or becoming a transsexual person
- Being married or in a civil partnership
- Being pregnant or on maternity leave
- Disability
- Race including colour, nationality, ethnic or national origin
- Religion, belief or lack of religion/belief
- Sex
- Sexual orientation

The law also protects people from discrimination if:

- They are associated with someone who has a protected characteristic, eg a family member or friend
- They have complained about discrimination or supported someone else's claim

The law applies to people:

- In work
- In education
- As a consumer
- When using public services
- When buying or renting a property
- As a member or guest of a private club or association

Discrimination can come in one of the following forms:

- **Direct discrimination** - treating someone with a protected characteristic less favourable than others
- **Indirect discrimination** - putting rules or arrangements in place that apply to everyone, but that put someone with a protected characteristic at an unfair disadvantage

- **Harassment** - unwanted behaviour linked to a protected characteristic that violates someone's dignity or creates an offensive environment for them
- **Victimisation** - treating someone unfairly because they've complained about discrimination or harassment.

Monitoring and Review

The staff member responsible for co-ordinating the monitoring and evaluation is the Headteacher. She will be responsible for:

- Providing updates on equalities legislation and the school's responsibilities in this regard
- Working closely with the governing body.

The Headteacher and Governing Board will support positively the evaluation activities that monitor the impact and success of the policy on children and adults from different groups, e.g SEND, Children in Care, Minority Ethnic groups including EAL pupils and Free School Meals, in the following recommended areas

- Pupils' progress and attainment
- Learning and teaching
- Behaviour discipline and exclusions
- Attendance
- Admissions
- Incidents of prejudice related bullying and all forms of bullying
- Parental involvement
- Participation in extra-curricular and extended school activities
- Staff recruitment and retention
- Visits and visitors.

Inclusion at Statham Primary School

We maintain an inclusive approach to education and we aim to provide equality of opportunity for all children. All children are valued, respected and welcomed to the school whatever their additional educational need.

Guiding principles

In fulfilling the legal obligations cited above, we are guided by nine principles:

Principle 1: Everyone is of equal value.

We see all learners, their parents and carers, visitors, governors and staff as of equal value regardless of:

- sex
- race
- disability
- religion or belief
- sexual orientation
- pregnancy

- marital status/civil partnership
- gender reassignment
- age

Principle 2: We recognise, respect and celebrate difference.

Treating people equally (Principle 1) does not necessarily involve treating them all the same. Our policies, procedures and activities must not discriminate but must nevertheless take account of differences of life experience, outlook and background, and in the kinds of barrier and disadvantage which people may face, avoiding making assumptions but seeking to understand the needs of the individual.

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

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

- good relationships with and positive attitudes towards disabled people
- positive interaction, good relations and dialogue between different groups and communities
- mutual respect and good relations between males and females, where harassment of any kind does not occur.

Principle 4: We observe good equalities practice in staff recruitment, retention and development

We ensure that policies and procedures should benefit all employees and potential employees including access to quality continuing professional development. We do not discriminate against staff because of their:

- sex
- race
- disability
- religion or belief
- sexual orientation
- pregnancy
- marital status/civil partnership
- gender reassignment
- age.

Principle 5: We aim to reduce and remove inequalities and barriers that exist.

We seek to reduce and remove inequalities and barriers that may already exist between:

- people of different sexual orientations
- disabled and non-disabled people
- people of different ethnic, cultural and religious backgrounds
- girls and boys, women and men
- children who attract the Pupil Premium funding and those that do not

Policy Principle 6: We consult and involve widely

We engage with a range of groups and individuals to 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 aim to consult and involve:

- disabled people as well as non-disabled
- people from a range of ethnic, cultural and religious background
- both women and men, and girls and boys
- all members of the school staff, regardless of their role.

Principle 7: Society 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 backgrounds
- both women and men, girls and boys
- members of the LGBTQ+ community.

Principle 8: We base our practices on sound evidence.

We will maintain and publish quantitative and qualitative information about our progress towards greater equality in relation to:

- disability
- ethnicity
- religion and culture
- gender

Principle 9: Objectives

We formulate and publish specific and measurable objectives, where relevant, based on the evidence we have collected and published (principle 8) and the engagement in which we have been involved (principle 7), in relation to

- sex
- race
- disability
- religion or belief
- sexual orientation
- maternity
- marital status/civil partnership
- gender reassignment
- age

Policy Commitments

Promoting Equality: Curriculum

We aim to provide all of our pupils with the opportunity to succeed. To achieve this we will ensure:

- Curriculum planning reflects a commitment to equality, including the planning of educational visits and residentials
- The curriculum prepares pupils for life in a diverse society and uses opportunities to reflect the background and experience of pupils and families in the school
- There are opportunities in the curriculum to explore challenging concepts and issues related to identity, belonging and equality
- The promotion of attitudes and values that celebrate and respect diversity and challenge discriminatory behaviour and language wherever it occurs
- The use of images and materials which positively reflect a range of cultures, identities, families and lifestyles.

Promoting Equality: Achievement

There is a consistently high expectation of all pupils regardless of age, gender, ethnicity, faith, ability, social background and sexual orientation. To secure the best possible outcomes we recognise that

- Adults in the school will be expected at all times to provide good, positive role models in their approach to all issues relating to equality of opportunity, in line with our school values
- It is important to identify the particular needs of individuals and groups within the school and to use quality first teaching and targeted interventions to narrow gaps in achievement
- A range of engaging and inclusive teaching methods and resources are used throughout the school to ensure that effective learning takes place at all stages for all pupils
- All pupils are actively encouraged to engage fully in and drive their own learning
- Pupil voice will benefit from a high profile in school and make a meaningful difference
- Our staff and governors are committed to identifying and removing barriers to learning for all of our children.

Promoting Equality: The ethos and culture of the school

At Statham Primary, we are aware that those involved in the leadership of the school community are instrumental in demonstrating mutual respect between all members of the school community.

- We strive to achieve a feeling of openness and respect which welcomes everyone to the school
- Children are encouraged to greet all visitors to the school with friendliness and respect
- The displays around the school reflect diversity across all aspects of equality and are frequently monitored with an equality focus
- Reasonable adjustments will be made to ensure access for pupils, staff and visitors (including parents) with disabilities (this not only includes physical access, but takes account of wider access to school information and activities)
- Provision is made to cater for the cultural, moral and spiritual needs of all children through planning of worship, classroom based and off-site activities

- Pupils' views are actively encouraged and they are taught tools for sharing them effectively
- Pupils are given an effective voice for example, through advocacy, the School Council, the Play Leaders, pupil perception surveys and there are regular opportunities to engage with pupils about their learning and the life of the school
- Positive role models are used throughout the school to ensure that different groups feel welcomed and included.

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

- pupils' progress, attainment and achievement
- pupils' personal development, welfare and well-being
- teaching styles and strategies
- admissions and attendance
- staff 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

Promoting Equality: Staff Recruitment and Professional Development

Posts are advertised formally and open to the widest pool of applicants. All those involved in recruitment and selection are trained and aware of what they should do to avoid discrimination to ensure equality of opportunity. Steps are taken to encourage people from under-represented groups to apply for positions at all levels of the school. Access to opportunities for professional development is monitored on equality grounds. Equalities policy and practice is covered in all staff inductions. All supply staff and contractors are made aware of the equalities policy and practice. Employment policy and procedures are reviewed regularly to check conformity with legislation and the impact of policies are kept under regular review.

Promoting Equality: Countering and Challenging Harassment and Bullying

The school counters and challenges all types of discriminatory behaviour and this is made clear to staff, pupils, parents and governors. The school has a clear, agreed procedure for dealing with prejudice related bullying incidents and has a nominated member of staff responsible for recording and monitoring incidents. The school reports to Governors on a termly basis the number of prejudice related incidents recorded in the school.

We take seriously our obligation to report regularly to the Governors about the frequency, types and seriousness of prejudice-related incidents at our school and how they are dealt with.

Promoting Equality: Partnerships with Parents/Carers and the Wider Community

Statham Primary aims to work in partnership with parents/carers. We:

- take action to ensure all parents/carers are encouraged to participate in the life of the school
- maintain good channels of communication to ensure parents' views are captured to inform practice
- encourage members of the local community to join in school activities and celebrations, e.g. assemblies, parent visits to classrooms, school trips, etc

Responsibility for the Policy

In our school, all members of the school community have a responsibility for promoting equalities.

The Governing Body has responsibility for ensuring that

- The school complies with all equalities legislation relevant to the school community
- The school's equalities policy is maintained and updated regularly
- The actions, procedures and strategies related to the policy are implemented

The Headteacher and Senior Leadership team has responsibility for:

- In partnership with the Governing body, providing leadership and vision in respect of equality
- Overseeing the implementation of the equality policy and schemes
- Co-ordinating the activities related to equality and evaluating impact
- Ensuring that an equalities statement is shared with visitors to the school
- Ensuring that staff are aware of their responsibilities and are given relevant training and support
- Taking appropriate action in response to any prejudice-related incidents.

All school staff have responsibility for:

- The implementation of the school's Equalities Policy and schemes
- Dealing with incidents of discrimination and knowing how to identify and challenge bias and stereotyping
- Ensuring they do not discriminate on grounds of ethnicity, culture, disability, sexual orientation or other groups vulnerable to discrimination
- Keeping up to date with equalities legislation
- Knowing how to report incidents of discrimination via our Whistle Blowing Policy
- Engaging with equalities training regularly.

Information and resources

We ensure that the content of this policy is known to all staff and governors and, as appropriate, to all pupils and their parents and carers. All staff and governors have access to a selection of resources which discuss and explain concepts of equality, diversity and community cohesion in appropriate detail. This policy and our practices are informed by the following documents:

- The Equalities Act 2010 (www.gov.uk/guidance/equality-act-2010-guidance)
- Disability and the Equalities Act (www.gov.uk/definition-of-disability-under-equality-act-2010)
- The Stonewall Agenda

- United Nations Convention on the Rights of the Child, 1989
- Education and Inspections Act 2006
- This document also complies with our funding agreement and articles of association.

Religious observance

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

Staff development and training

We ensure that all staff, including support and administrative staff, receive appropriate training and opportunities for professional development.

Breaches of the policy

Breaches of this policy will be dealt with in the same ways that breaches of other school policies are dealt with, as determined by the Headteacher and Governing Body.

Monitoring and evaluation

We collect, study and use quantitative and qualitative data relating to the implementation of this policy, and make adjustments as appropriate. In particular we collect, analyse and use data in relation to achievement, broken down as appropriate according to disabilities and special educational needs; ethnicity, culture, language, religious affiliation and gender.

Measuring the Impact of this Policy

The equalities policy and all other relevant policies will be evaluated and monitored for their equality impact on pupils, staff, parents and carers from the different groups that make up our school. This will be communicated with staff, parents, carers and governors by the Headteacher.