



St Peter's C.E. Primary School

Equality Information and Objectives Policy

Equality Information and Objectives Policy - Document Status			
Date of Policy Creation	Feb 2017	Named Responsibility	Finance Committee
Next Review Due	Feb 2021	Named Responsibility	Finance Committee

1. Overview

This equality policy enables our school to meet our statutory obligations. The Equality Act 2010 replaced all previous equality legislation such as the Race Relations Act, Disability Discrimination Act and Sex Discrimination Act. It also provides some changes about which schools need to be aware.

The Equality Act 2010 provides a single, consolidated source of discrimination law, covering all the types of discrimination that are unlawful. It simplifies the law by removing anomalies and inconsistencies that had developed over time in the existing legislation, and it extends the protection from discrimination in certain areas.

The 2010 Single Equality Act places a duty on governing bodies to publish information to show how their school complies with the Equality Duty.

Based upon the above legislation, the work of Local Authorities and other interested groups this Single Equalities Policy identifies seven principles in which equal opportunity for all and the removal of barriers to learning and progress based upon gender, race or disability are recurring themes.

It is unlawful for a school to discriminate against a pupil, prospective pupil or member of staff by treating them less favourably because of their sex, race, disability, religion or belief, sexual orientation, gender reassignment and pregnancy or maternity.

Aims of this policy

To ensure all learners are valued – equally and have access to a full curriculum and have the opportunity to fully participate in the life of the school.

Ensure that diversity between individuals and groups is recognised and respected.

Foster positive attitudes and relationships and a shared sense of cohesion and belonging.

Develop good equalities practice in staff recruitment, retention and development.

Reduce and remove inequalities and barriers that already exist.

Gender Equality

We will actively seek to:

Eliminate unlawful discrimination and harassment

Promote equality of opportunity between men and women.

School monitors progress of all groups of children, including boys and girls, and amends planning and curriculum contexts to address their needs and interests.

Sexual Orientation

We will actively seek to:

Promote equality of opportunity regardless of sexual orientation.

The school recognises their equality duties as essential to reflect international human rights standards as expressed in the United Nations Convention on the Rights of the Child, the UN on the Rights of people with Disability, and the Human Rights Act 1998.

Race

The school proactively meets its three statutory responsibilities to:

Promote equality of opportunity in employment and through the delivery of education

Tackle racial discrimination

Promote good relations between communities

The school promotes good relationships between different racial groups through an anti-racist curriculum and ethos by,

Exploring children's own cultural heritage

Developing partnerships with other local schools

Developing partnerships with other schools nationally

Building on partnerships already in place with school communities from other countries

Examining issues around commonality and interdependence through curriculum areas.

Working with the Multi-cultural Development Service.

Making use of a wide range of resources to deliver the curriculum.

School has procedures in place for reporting racial incidents, which are followed up with children and parents. Parents are responsible for supporting the school's equality policies and signing the home school agreement. Where appropriate the school also addresses issues around racism through the curriculum. In the case of absence, staff are sensitive to relevant community issues.

Disability Provision

In addition to our generic admission arrangements, as a school, we take into account the specific needs of individuals including those with a disability.

Pupils with disabilities will have equal access to appropriate learning opportunities, which take into account individual needs and disabilities.

As a school we will facilitate access to the specialist support services when appropriate and necessary.

Presently we have 2 disabled toilets and 2 disabled parking bay.

Further advice on additional provision will be sought when necessary.

At St Peter's C.E. Primary School we agree with the Department for Education's five-part definition of British Values:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect
- Tolerance of those of different faiths and beliefs

We believe it is incredibly important that these British Values permeate through every school in the country. At St Peter's C.E. Primary School you will encounter these values throughout our everyday school life and, in particular, through our promotion of Spiritual, Moral, Social and Cultural understanding.

Guiding Principles

Principle 1: All learners are of equal value.

We see all learners and potential learners, and their parents and carers, as of equal value:

Whether or not they are disabled

Whatever their ethnicity, culture, religious affiliation, national origin or national status

Whatever their gender and gender identity

Whatever their sexual identity

Principle 2: We recognise and respect difference.

Treating people equally (principle 1 above) 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, in relation to:

Disability, so that reasonable adjustments are made.

Ethnicity, so that different cultural backgrounds and experiences of prejudice are recognised.

Gender, so that the different needs and experiences of girls and boys, and women and men, are recognised.

Sexual identity.

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 national status, and an absence of prejudice-related bullying and incidents.

Mutual respect and good relations between boys and girls, and women and men, and an absence of sexual and homophobic harassment.

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 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 national status.

Whatever their gender and sexual identity, and with full respect for legal rights relating to pregnancy and maternity.

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

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

Disabled and non-disabled people

People of different ethnic, cultural and religious backgrounds

Girls and boys, women and men

Principle 6: We consult and involve 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 consult and involve:

Disabled as well as non-disabled

People from a range of ethnic, cultural and religious backgrounds

Both women and men, girls and boys

Gay people as well as straight

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

All people regardless of sexual orientation

Ethos and Organisation

We ensure the principles listed 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

Action Plans

We recognise that the actions resulting from a policy statement such as this are what make a difference. We draw up an action plan within the framework of the overall school improvement plan and self-evaluation that sets out the objectives we shall pursue in relation to all aspects of school life, including equality. The objectives that we identify take into account national and local priorities and issues, as appropriate.

We review our action plan annually and report annually on progress towards achieving the objectives we have identified.

The Curriculum & Planning

We keep each curriculum subject or area under review in order to ensure that teaching and learning reflects the seven principles set out above and resources and planning support the delivery of each of the curriculum areas.

Addressing prejudice and prejudice-related bullying

The school is opposed to all forms of prejudice, which stand in the way of fulfilling the legal duties referred to:

Prejudice 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, migrants, refugees and people seeking asylum.

Prejudices reflecting sexism and homophobia.

There is guidance on how prejudice-related incidents should be identified, assessed, recorded and dealt with.

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

Roles and Responsibilities

The governing body is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and action plan are implemented.

A member of the governing body has a watching brief regarding the implementation of this policy.

The Headteacher 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.

All staff are expected to:

Promote an inclusive and collaborative ethos in their classroom

Deal with any prejudice-related incidents that may occur

Plan and deliver curricula and lessons that reflect the principles above

Support pupils in their class for whom English is an additional language

Keep-up-to-date with equalities legislation relevant to their work

St Peter's C.E. Primary School Equality Objectives

The Public Sector Equality Duty requires our school to publish information about Equalities. The Equality Act 2010 clearly states that the following groups must be taken into account. People identified in the following groups are considered to have a protected characteristic.

Protected Characteristics – school must take into account when publishing information:

Disability

Sex (gender)

Race (ethnicity)

Pregnancy and Maternity

Religion and Belief

Sexual Orientation

Transgender

There are also 2 other protected characteristics that schools do not have a direct duty:

Age

Marriage and Civil Partnership

General Duties

St Peter's C.E. Primary School is committed to meeting its public sector duties and acknowledges that we have a statutory duty to:

Eliminate unlawful discrimination, harassment and victimisation

Promote equality of access and opportunity within our school and within our wider community.

Promote positive attitudes to difference and good relationships between people with different backgrounds, genders, cultures, faiths, abilities and ethnic origins.

Specific Duties

The school has a duty to publish information. Much of the information and analysis will relate to the school improvement plan, evaluations and pupil data – we intend to use the information to improve education for all groups in the school.

At St Peter's C.E. Primary School

We aim to be an inclusive school and provide for equal opportunities throughout all aspects of our work and activities. We are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers, irrespective of race, gender, disability, belief, religion or socio-economic background. In order to further support pupils, raise standards and ensure inclusive teaching, we have set ourselves the following objectives:

To monitor and analyse pupil achievement by race, gender and disability and act on any trends or patterns in the data that require additional support for pupils.

To raise outcomes for vulnerable learners in reading, writing and maths who are not achieving age related expectations.

To monitor and analyse pupil attendance statistics regularly

Review date: February 2020