

	<h1>Equality Policy</h1>	Resilience Respect Responsibility
<b>This policy was reviewed by the Governing Body: September 2023</b>	<b>Next review: July 2024</b>	
<b>Head Teacher: Ilona Sanderson</b>	<b>Lead: Ilona Sanderson</b>	

## Aims

Our school aims to meet its obligations under the Public Sector Equality Duty (PSED) 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

## Legal framework

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.

## 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
- Ensure that the published equality information is updated at least every year, and that the objectives are reviewed and updated at least every 4 years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher
- Meet with the designated member of staff for equality as required 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 among staff and pupils
- Monitor success in achieving the objectives and report back to governors

- Promote the knowledge and understanding of the equality objectives among staff and pupils
- Meet with the equality link governor as required to discuss any issues.
- Deliver training as necessary

### Staff

The Headteacher has day-to-day responsibility for coordinating implementation of the policy, whilst all staff are expected to adhere to its contents.

All school staff are expected to have regard to this document and to work to achieve the objectives.

All staff will:

- avoid discrimination against anyone;
- promote an inclusive and cohesive ethos in their classroom
- deal with any prejudice-related incidents that may occur
- be able to recognise and tackle bias and stereotyping;
- foster good relations between groups;
- plan and deliver curricular lessons that reflect our equality principles
- keep up-to-date with equalities legislation relevant to their work.
- take up training and learning opportunities

### Visitors and contractors

Visitors and contractors are responsible for following relevant school policy.

### **Guiding principles**

In fulfilling the legal obligations cited above, we are guided by eight 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, national origin or national status
- whatever their gender and gender identity
- whatever their religious or non-religious affiliation or faith background
- whatever their sexual identity
- whatever their age
- whatever their socio-economic group.

#### *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.

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 all members of our school community.

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, maternity and paternity.

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

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.

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, within a system of British Values.

Principle 8: We base our practices on sound evidence

We produce and monitor quantitative and qualitative information about our progress towards greater equality in relation to our equality objectives.

### **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 that 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 data referenced above 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

### **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:

- 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 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

### **Addressing prejudice and prejudice-related bullying**

The school is opposed to all forms of prejudice which give rise to bullying; see Anti-Bullying Policy.

### **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, through publication on the school website.

All staff and governors have access to a selection of resources which discuss and explain concepts of equality and diversity.

### **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

### **Staff development and training**

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

### **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, national origin and national status; and gender.

## **Equality Objectives 2020-2024**

### **Statutory requirements**

The equality objectives below address our duties under current equality legislation, up to and including the Equality Act 2010.

### **Publication and review**

This Equality Scheme fulfils statutory requirements under the terms of the relevant legislation. As it is a public document, the school governors publish it by making it available on the school website.

The scheme will be kept under regular review for four years and then replaced in September 2024.

### **School Context**

The following statement outlines the school context relating to ethnicity, religion/belief and socio-economic factors. In examining the school's context, it relates closely to the SEF. It demonstrates the awareness of the governors and community partners of how the school community compares with the wider community, both locally and nationally.

#### *Ethnicity/culture context of the school*

Our school population is 100% white British. There are no children from diverse ethnic backgrounds.

#### *Religion/belief context of the school*

Our school is a non-denominational that welcomes children from all religions or none.

#### *Socio-economic context of the school*

There are currently 2 children in receipt of a free school meal. 1 child is in receipt of the Pupil Premium. There are 2 LAC attending the school.

#### *Current issues affecting cohesion at school, local and national level*

The school operates as a cohesive group. The school plays a central role in promoting cohesiveness in the local area. The school has been aware of the potential for our children to not be exposed to the diversity that exists in the wider Nottinghamshire and UK communities. The school constantly seeks way to improve this area of provision by exposing children to experiences to prepare them for life in modern Britain.

### **How we conduct equality impact assessment (Evidence)**

Evidence is sought from analysing progress data of children in our Data Committee and from general observation of school procedures and practices. Policy is then devised in light of evidence gained, resulting in agreement to the equality objectives which are monitored by the school for a three year period.

Evidence of this process can be found in Governing Body.

### **How we chose our equality objectives**

Our equality objective-setting process has involved gathering evidence from the equality impact assessments in order to choose objectives that will:

- i. promote equality of opportunity for members of identified groups;
- ii. eliminate discrimination, harassment and victimisation, and
- iii. foster good relations between different groups.

### **Equality Objectives 2020-24**

1. To narrow identified attainment gaps between disadvantaged pupils\* and all other pupils, in literacy and numeracy.
2. To ensure that disadvantaged pupils\* are engaged in the wider aspects of school life in proportion to the engagement of all other pupils.
3. To ensure that pupils from minority ethnic and minority faith groups are engaged in the wider aspects of school life in proportion to the engagement of all other pupils.

These objectives will be monitored through measures including;

- Attendance
- Attainment and progress
- Level of participation in extra-curricular activities
- Level of participation in school activities such as assemblies and celebrations.

\*For this purpose, disadvantaged pupils are defined as those pupils in receipt of the Pupil Premium.