

ST. CHAD'S C.E.(C) PRIMARY SCHOOL
PUBLIC SECTOR EQUALITY DUTY POLICY
'Building together, with Jesus, for a better future.'

Background

On 6 April 2012 schools were required to publish information showing how they comply with the new equality duty and to set equality objectives. They should update the published information at least annually and publish objectives at least once every four years.

This duty extends to all the aspects of a person's identity - known as 'protected characteristics' - that are protected under the Equality Act 2010. These are race, disability, sex, age, religion or belief, sexual orientation, pregnancy and maternity and gender reassignment.

For schools, age is not a protected characteristic in the equality duty in relation to education or the provision of services, it is included however in relation to staff. Marriage and civil partnership are also protected characteristics but only in relation to employment.

The equality duty has two main parts: the 'general' equality duty and 'specific duties'.

The general equality duty sets out the equality matters that schools need to consider when making decisions that affect pupils or staff with different protected characteristics. This duty has three elements. In carrying out their functions public bodies are required to have 'due regard' when making decisions and developing policies, to the need to:

1. Eliminate discrimination, harassment, victimisation and other conduct that is prohibited by the Equality Act 2010.
2. Advance equality of opportunity between people who share a protected characteristic and people who do not share it.
3. Foster good relations across all protected characteristics - between people who share a protected characteristic and people who do not share it.

Having due regard to the need to advance equality of opportunity is defined further in the Equality Act 2010 as having due regard to the need to:

1. Remove or minimise disadvantages
2. Take steps to meet different needs
3. Encourage participation when it is disproportionately low.

Introduction

At St Chad's C.E. Primary School we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of : gender, marital status, pregnancy/maternity, gender identity, disability, ethnicity, age, religion and belief, sexual orientation or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life.

Our school values:-

Honesty, Respect, Empathy, Commitment, Independence, Kindness, Belonging

Equality and the law

The Equality Act 2010 has replaced and unified all existing equality legislation such as the Race Relations Act, Disability Discrimination Act and Sex Discrimination Act. It aims to ensure that people have equality of opportunity in accessing and experiencing public services. The Act provides a single, consolidated source of discrimination law, covering all the types of discrimination that are unlawful and it extends the protection from discrimination in certain areas.

Guiding Principles

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

- 1: All learners are of equal value.
- 2: We recognise and respect difference.
- 3: We foster positive attitudes and relationships, and a shared sense of cohesion and belonging.
- 4: We observe good equalities practice in staff recruitment, retention and development.
- 5: We aim to reduce and remove inequalities and barriers that already exist
- 6: We consult and involve widely
- 7: Society as a whole should benefit
- 8: We base our practices on sound evidence and information
- 9: We publish objectives at least every four years, which are specific and measurable objectives, based on the evidence we have collected and published (principle 8) and the engagement in which we have been involved (principle 7)

Schools commitment to equality for all

- Ensuring that all pupils and staff are encouraged and able to achieve to their full potential;
- Respecting and valuing differences between people;
- Preparing pupils for life in a diverse society;
- Acknowledging the existence of discrimination and taking steps to prevent it
- Making the school a place where everyone, irrespective of a protected characteristic, feels welcomed and valued;
- Promoting good relations between groups within the school and the wider community;
- Ensuring that an inclusive ethos is established and maintained;
- Opposing all forms of discrimination and harassment;
- Being proactive in tackling and eliminating unlawful discrimination.

Leadership and Management

- School evidence demonstrates positive action of how the school is advancing equality, fostering good relations and tackling discrimination; for example, references in the school improvement plan, routine bulletins and newsletters, and occasional letters to parents and carers.
- Staff and pupils can point to clear leadership and management responsibility for equality.
- Before introducing important new policies or measures, school assesses their potential impact on equalities.
- The school's programme for continuing professional development (CPD) is inclusive of all staff and includes equalities matters, both directly and incidentally.
- There is good equal opportunities practice in the recruitment and promotion of staff, both teaching, support and administrative.
- Evidence from pupils shows how the school makes improvements for all pupils based on how pupils individually and collectively think and feel about the school.

Staff: Recruitment and Professional Development

- The school adheres to recruitment and selection procedures that are fair, equal and in line with statutory duties and LA guidelines.
- All those involved in recruitment and selection are trained and aware of what they should do to avoid discrimination and ensure equality good practice through the recruitment and selection process.
- Equalities policies and practices are covered in all staff inductions
- All temporary staff are made aware of policies and practices
- Employment policy and procedures are reviewed regularly to check conformity with legislation and impact

Curriculum

Curriculum planning takes account of the ethnicity, backgrounds and needs of all pupils.

The curriculum builds on pupils' starting points and is differentiated where appropriate to ensure the inclusion of:

- Boys and girls;
- Pupils learning English as an additional language;
- Pupils from minority ethnic groups;
- Pupils who are highly able

- Pupils with special educational needs;
- Pupils who are looked after by the local authority;
- Pupils who are at risk of disaffection and exclusion.

The school monitors and evaluates its effectiveness in providing an appropriate curriculum for pupils of all backgrounds.

Each area of the curriculum is planned to incorporate the principles of equality and to promote positive attitudes to diversity. All subjects contribute to the spiritual, moral, social and cultural development of all pupils.

Extra-curricular activities and special events cater for the interests and capabilities of all pupils and take account of parental concerns related to religion and culture.

Teaching and Learning

- Teachers ensure that the classroom is an inclusive environment in which pupils feel all their contributions are valued.
- All pupils have access to the mainstream curriculum.
- Teaching is responsive to pupils' different learning styles and takes account of pupils' cultural backgrounds and linguistic needs.
- Teachers take positive steps to include all groups or individuals.
- Pupil grouping in the classroom is planned and varied. Allocations to teaching groups are kept under continual review and are analysed by ethnicity, gender, SEN and social background.
- Teaching styles include collaborative learning so that pupils appreciate the value of working together.
- All pupils are encouraged to question, discuss and collaborate in problem solving tasks.
- Teachers encourage pupils to become independent and to take responsibility for their own learning.
- Teachers challenge stereotypes and foster pupils' critical awareness and concepts of fairness, enabling them to detect bias and challenge inequalities.
- Resources and displays reflect the experience and backgrounds of pupils to promote diversity and challenge stereotypes in all curriculum areas. They are reviewed regularly to ensure that they reflect the inclusive ethos of the school.

Assessment and Reporting

- All pupils have the opportunity to achieve their highest standards.
- The school ensures that assessment is as free of gender, cultural and social bias as possible, and that assessment methods are valid.
- The school monitors and analyses pupil performance by gender, ethnicity, SEN and those entitled to pupil premium and is therefore able to identify groups of pupils where there are patterns of underachievement. The school ensures that action is taken to counter this.
- Staff have high expectations of all pupils and they continually challenge them to extend their learning and achieve higher standards. The school recognises and values all forms of achievement.
- Self-assessment provides all pupils with opportunities to take responsibility for their own learning through regular reflection and feedback on progress.
- All pupils have full opportunities to demonstrate what they know, understand and can do and therefore, to benefit from assessment that summarises what they have learnt.
- Information from assessment is used to inform future learning.
- Staff use a range of methods and strategies to assess pupil progress.

Behaviour and Safety

- There are clear procedures for dealing with prejudice-related bullying and incidents, and appropriate staff training that equips staff to identify and deal with this effectively. These are fair and applied equally to all.
- Questionnaires are used and pupil interviews which show that all pupils feel safe from all kinds of bullying, harassment and oppressive behaviour.
- Pupils and staff are respectful of each other and this includes behaviour that does not disrupt the learning of others.
- The whole school community follows the school values.
- Pupils are confident that staff will address all issues of discrimination and prejudice including the use of derogatory language.

Admissions and Attendance

- The admissions process is monitored to ensure that it is administered fairly and consistently to all pupils, so that pupils from particular groups are not disadvantaged.
- Comprehensive information about pupils' ethnicity, first language, religion, physical needs, diet etc. is included in all admission forms.
- The school and families are aware of rights and responsibilities in relation to pupil attendance and absence is always followed up by appropriate personnel who are aware of community issues.
- Provision would be made for leave of absences for religious observance that includes staff as well as pupils.
- Provision would be made for pupils on extended leave so that they are able to continue with their learning.

Parents and the Community

- Progress reports to parents are accessible and appropriate, in order to ensure that all parents have the opportunity to participate in the dialogue.
- All parents are encouraged to participate at all levels in the full life of the school.
- The school works in partnership with parents and the community to develop positive attitudes to diversity and to address specific incidents.

Responsibilities

The governing body and headteacher will ensure that the school complies with all relevant equalities legislation. The governing body and headteacher will ensure that the policy and related procedures and strategies are implemented.

The headteacher will ensure that all staff members are aware of their responsibilities under the policy.

Monitoring and Review

This policy will be monitored and reviewed annually to ensure that it does not disadvantage particular sections of the community.

Reviewed	Spring 2019
Review	Spring 2020

Equality Targets:-

- To ensure that curriculum planning, includes resources that reflect the experience and backgrounds of pupils to promote diversity and challenge stereotypes in all curriculum areas.

Review 2019: We now have displays around school which celebrate difference and cultural diversity. The displays include children from all backgrounds and includes those with Special Educational Needs and Disabilities. In addition our curriculum topics include a celebration of differences and some topics study in detail religions and cultures from around the world. Multicultural texts are also used in teaching and learning. Comprehensive plans for assembly and worship themes include promoting diversity and cultural differences. British Values are promoted throughout all work in school.

- To gain evidence from parents and carers and other stakeholders to show the effectiveness of the school's procedures for consulting and involving parents and carers, and for engaging with local groups and organisations; these will have regard for the concerns and requirements of the Equality Act.

Review 2019: We now have an active Parent Forum which meets termly to discuss a wide variety of topics. In addition we will soon be holding some family learning sessions so that all parents can support their children with work in school. Some links have been made with a local special school and an elderly person's residence. We also hold sessions where parents and family members can join their children in school for a variety of activities.

These will be reviewed annually.