Community Academies Trust

Stoneydelph Primary School

Equality Policy

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Community Academies Trust

Stoneydelph Primary School

Equality Policy

Equality Statement

At Stoneydelph Primary School, we are committed to ensuring that all pupils have equal opportunities through all aspects of their school life and experiences.

- To promote spiritual, moral, social and cultural objectives
- To reduce prejudice and increase understanding of equality, tolerance and diversity
- To narrow the gap between disadvantaged and non-disadvantaged children
- To foster good relationships across all groups of people, ensuring that all children have a positive attitude towards others.
- To promote cultural development and understanding through a range of experiences across and outside of the curriculum.
- To eliminate discrimination and other conduct that is prohibited by the Equality Act 2010

This policy was drafted by the Head teacher and SENDCo.
It was presented in draft version to the full staff compliment for discussion and revision.
The final version was presented to Governors for consideration, approval and adoption.
This document is also based on Department for Education (DfE) guidance: The Equality Act 2010 and schools' example provided by the Community Academy Trust (CAT)

Stoneydelph Primary School

1 Aims

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

We welcome our duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age, gender, disability, ethnicity, religion and sexual identity.

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.

3 Roles and responsibilities

The Governing body will:

- Maintaining a watchful brief of the policy's implementation.
- 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 Head teacher

The named link Governor for Equality is currently Sue Ebrey. She will:

- Meet with the designated member of staff for equality (Head teacher) and any other relevant staff members, to discuss any equality based issues and how these are currently being addressed.
- Ensure they're familiar with all relevant legislation and the contents of this document.
- Attend any appropriate equality and diversity training.
- Report back to the full governing board.

The Head teacher will:

- Promote knowledge and understanding of the equality objectives amongst staff and pupils.
- Monitor success in achieving the objectives and report back to governors.
- Meet with the equality link governor to raise and discuss any issues.
- Identify 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 Eliminating discrimination

The school is aware of its obligations under the Equality Act 201O and complies with non - discrimination provisions.

Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

Staff and governors are regularly reminded of their responsibilities under the Equality Act, for example during meetings. Where this has been discussed during a meeting it is recorded in the meeting minutes.
New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training each year.
The school monitors equality issues via the Head teacher and an equality link Governor. They regularly liaise regarding any issues and make senior leaders and Governors aware of these as appropriate

5. Advancing Equality of opportunities
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:
- 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 such as our school council to deal with issues raised between different groups of pupils within the school. All pupils are encouraged to participate in the school's activities, such as sports clubs or after school clubs

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 protected characteristic groups. For example, when a school trip or activity is being planned, the school considers whether the trip:

a. Cuts across any religious holidays
b. Is accessible to pupils with disabilities
c. Has equivalent facilities for boys and girls

The school keeps a written record (known as an Equality Impact Assessment) to show we have actively considered our equality duties and asked ourselves relevant questions. This is recorded at the same time as

the risk assessment when planning school trips and activities. The record is completed by the member of staff organising the activity and is stored electronically with the completed risk assessment.

8 Equality objectives

Objective 1: To ensure that all learners have equal access to a rich, broad, balanced and relevant curriculum, ensuring that teaching, learning and the curriculum promote equality, celebrate diversity and promote community cohesion by fostering good relations.
Objective 2: To ensure that the gaps in achievement between different groups of children and learners, including those with protected characteristics, are being narrowed.
Objective 3: To eliminate discrimination, harassment and victimization, ensuring that no-one is unfairly or illegally disadvantaged as a consequence of their age, disability, gender, gender identity, sexual orientation, colour, race, ethnic or national origin, disability or religious beliefs.
Objective 4: To ensure all pupils have full opportunity to be fully involved in the provision available within school.
Objective 5: To ensure that through the school budget, adequate funding is provided to underpin this policy and that intervention, positive and preventative action is funded where necessary and possible.

9 Monitoring arrangements

All staff are expected to promote an inclusive and collaborative learning culture; plan and teach to the objectives and aims laid out in this document and those of the Equality Act 2010; support pupils who have additional languages and difficulties and keep up to date with equality legislation that is relevant to their work.

The Head teacher remains responsible for monitoring this policy; for ensuring staff are aware of their responsibilities and take appropriate action with regard to any incidences on unlawful discrimination. The Head teacher will update the equality information we publish, at least every year in conjunction with other stakeholders. This document will be reviewed by Stoneydelph Primary School Governing body along with the Head teacher at least every year.

This document will be approved by Stoneydelph Primary School Governing body

10 Links with other policies

This document links to the following policies:
• Accessibility plan
• SEND Local Offer