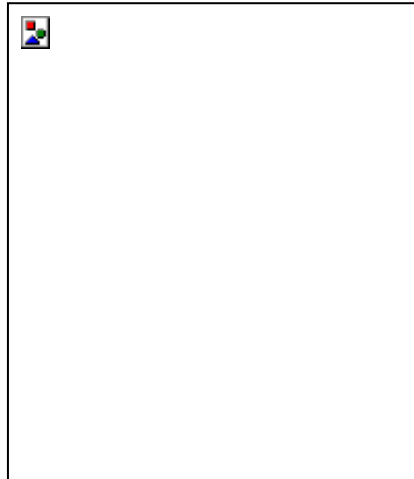


AMBITIOUS– CARING – EXCELLENT

Stapleford Community Primary School

Equality Policy *



STAPLEFORD COMMUNITY PRIMARY SCHOOL EQUALITY POLICY			
Review frequency	Every 3 years (Reqd every 4 yrs)	Date of next review	Spring 2025
		Required by Law	Yes
LGB approval (date)	Spring 2022	Website (public area)	Yes
Staff / governor responsible	Head Teacher Equalities Governor	Updated	March 2022

Required by law*

Stapleford Community Primary School

Equality Policy

Legal Framework

1. We welcome our duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age (as appropriate), disability, ethnicity, gender (including issues of transgender, and of maternity and pregnancy), religion and belief, and sexual identity.

2. We welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.

3. 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.

Guiding principles

4. In fulfilling the legal obligations cited above, we are guided by nine 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.

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 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 people of all genders
- religion, belief or faith background
- 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 people of all genders, 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:

- whatever their age
- 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 between:

- disabled and non-disabled people
- people of different ethnic, cultural and religious backgrounds
- people of all genders

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 consult and involve:

- disabled people as well as non-disabled
- people from a range of ethnic, cultural and religious backgrounds
- people of all genders
- 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
- people of all genders
- gay people as well as straight.

Principle 8: We base our policies and practices on sound evidence.

We maintain and publish quantitative and qualitative information which shows our compliance with the public sector equality duty (PSED) set out in clause 149 of the Equality Act 2010, and on the basis of which we decide on specific and measurable objectives. Evidence relating to equalities is integrated into our self-evaluation documentation.

Principle 9: Measurable objectives

We have considered the information collected from census, pupil registration and annual Assessment data (principle 8) and have identified three key, specific and measurable objectives that our school will focus on. These objectives will help us to meet the three arms of the general duties required in the Equality Act 2010 to:

- Eliminate unlawful discrimination
- Advance equality of opportunity
- Foster good relations.

These objectives are:

1. To further develop community cohesion – with a particular focus on multicultural awareness through the curriculum
2. To achieve our attendance target for all groups for authorised and unauthorised absences
3. To ensure all genders achieve equally well in academic studies.

Equalities information will be updated annually and progress towards our objectives will be monitored and reviewed every year. In line with legislation, the objectives will be re-published formally, at least every four years.

The curriculum

5. We keep each curriculum subject or area under review in order to ensure that teaching and learning reflect the nine principles set out in paragraph 4 above.

Ethos and organisation

6. We ensure the principles listed in paragraph 4 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.

Addressing prejudice and prejudice-related bullying

7. The school is opposed to all forms of prejudice, which stand in the way of fulfilling the legal duties referred to in paragraphs 1–3:

- prejudices around disability and special educational needs
- prejudices around racism and xenophobia, including those that are directed towards religious groups and communities, for example antisemitism and Islamophobia, and those that are directed against travellers, migrants, refugees and people seeking asylum
- 'prejudices reflecting sexism, homophobia, biphobia and transphobia

8. There is guidance in the staff handbook on how prejudice-related incidents should be identified, assessed, recorded and dealt with. In line with Cambridgeshire policy we follow best practice using 'PRfE', (Prejudice Recording for Education) as and when incidents are reported.

9. In compliance with the Equality Act 2010 and the Public Sector Equality Duty (PSED), we keep a record of prejudice-related incidents (i.e. *any incident which is perceived to be prejudice-related by the victim or any other person*, definition from the 'Stephen Lawrence Inquiry Report') and, if requested, provide a report 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

10. Stapleford Community Primary School, led by the Headteacher, is responsible for ensuring the implementation of this scheme.

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

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

13. The Headteacher will assume overall responsibility for ensuring that the action plan is delivered effectively, that objectives are reviewed, written and published.

- every 12 months, managers and key staff will report to the Headteacher on actions and progress
- every 12 months there will be a report on equality and diversity to the FGB
- the Headteacher is responsible 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.

14. A senior member of staff has day-to-day responsibility for co-ordinating implementation of the policy.

15. All staff are responsible for delivering the scheme both as employees and as it relates to their area of work by:

- promoting an inclusive and collaborative ethos in their classroom
- dealing with any prejudice-related incidents that may occur
- planning and delivering curricula and lessons that reflect the principles in paragraph 4 above
- supporting pupils in their class for whom English is an additional language
- keeping up-to-date with equalities legislation relevant to their work.

Information and resources

16. 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.

17. 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.

Religious observance

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

Staff development and training

19. 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

20. 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 review

21. We collect, study and use quantitative and qualitative data relating to the implementation of this policy, and make adjustments as appropriate.

22. 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.