



Little Houghton CEVA Primary School

Equality Policy

Our Vision for Little Houghton CEVA Primary School

'Learning for Life'

Through:

- ❖ **Growth – realising our potential**
 - ❖ **Community – sharing and contributing**
 - ❖ **Spirituality – reflecting and thinking deeply**
 - ❖ **Environment – appreciating local and global environments**
- So that each child can flourish – like a flower of the field (Psalm 103:15)**

Mission Statement:

We aspire to attain high academic and moral standards, and to encourage emotional and spiritual development, based on the values of the Christian faith.

Our sense of community is reflected in our Ethos Statement:

We are a Christian school working in partnership with parents and the wider community:

- Which maintains a welcoming, secure and inclusive environment
- Where God's love is demonstrated and taught and where the emphasis is on the value God places on each individual
- Where we promote personal responsibility, good citizenship and Christian and British Values that develop high behavioural and moral standards based on the teachings of Jesus Christ
- Where we aspire to attain high academic standards, enable pupils to achieve their full potential and develop a lifelong love of learning
- Where true faith and sound learning flourish within the traditions of the Church of England
- That reflects on the spiritual values of the Christian church
- That epitomises our core Christian values

Little Houghton CEVA Primary School strives to educate the individual according to Christian principles and values, to be caring in attitude, purposeful in approach and responsible in behaviour.

1. 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

2. Legislation and guidance

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.

3. Roles and responsibilities

The role of governors

- The Governing Board has set out its commitment to equal opportunities and it will continue to do all it can to ensure that the school is fully inclusive to pupils, and responsive to their needs based on The Protected Characteristics of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, sexual orientation
- The Governing Board seeks to ensure that people are not discriminated against when applying for jobs at our school on grounds of The Protected Characteristics of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, sexual orientation

- The Governors take all reasonable steps to ensure that the school environment gives access to people with disabilities, and also strive to make school communications as inclusive as possible for parents, carers and pupils.
- The Governors welcome all applications to join the school, whatever a child's socio-economic background, race, gender or disability.
- The Governing Board ensures that no child is discriminated against whilst in our school on account of their race, sex or disability.

The role of the Head teacher

It is the Head teacher's role to implement the school's Equality Policy and they are supported by the Governing Board in doing so.

- It is the Head teacher's role to ensure that all staff are aware of the Equality Policy, and that teachers apply these guidelines fairly in all situations.
- The Head teacher ensures that all appointments panels give due regard to this Policy, so that no-one is discriminated against when it comes to employment or training opportunities.
- The Head teacher promotes the principle of equal opportunity when developing the curriculum, and promotes respect for other people and equal opportunities to participate in all aspects of school life.
- The Head teacher treats all incidents of unfair treatment and any incidents of bullying or discrimination, including racist incidents, with due seriousness.

The role of all staff: teaching and non-teaching

- All staff will ensure that all pupils are treated fairly, equally and with respect, and will maintain awareness of the school's Equality Policy.
- All staff will strive to provide material that gives positive images based on race, gender and disability, and challenges stereotypical images.
- All staff will challenge any incidents of prejudice, racism or homophobia, and record any serious incidents, drawing them to the attention of the Head teacher.
- Teachers support the work of support staff and encourage them to intervene in a positive way against any discriminatory incidents.
- Encouraging classroom and staffroom discussion of equality issues which reflect on social stereotypes, expectations and the impact on learning;
- Including teaching and classroom-based approaches appropriate for the whole school population, which are inclusive and reflective of our pupils.

4. Eliminating discrimination

- The school is aware of its obligations under the Equality Act 2010 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.

5. 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 opportunities)

In fulfilling this aspect of the duty, the school will:

- Review 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, and implement any actions in response
- Make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying)
- Review any further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils

6. Ensuring equality through policy and practice

As well as the specific actions set out in this Policy, the school operates equality of opportunity in its day to day practice in the following ways:

Teaching and learning

We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, we will:

- Use assessments of learning to improve the ways in which we provide support to individuals and groups of pupils;
- Take account of the achievement of all pupils when planning for future learning and setting challenging targets;
- Ensure equality of access for all pupils and prepare them for life in a diverse society;
- Use materials that reflect the diversity of the school, population and local community in terms of race, gender and disability, without stereotyping;
- Promote attitudes and values that will challenge racist and other discriminatory behaviour or prejudice;
- Provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures;
- Seek to involve all parents in supporting their child's education;

7. Admissions and exclusions

Our admissions arrangements are fair and transparent, and do not discriminate on race, gender, disability or socio-economic factors.

Exclusions will always be based on the school's Behaviour Policy. We will closely monitor exclusions to avoid any potential adverse impact and ensure any discrepancies are identified and dealt with.

8. Equal Opportunities for Staff

This section deals with aspects of equal opportunities relating to staff at Little Houghton CEVA Primary School.

We are committed to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing and employment.

All staff appointments and promotions are based on merit and ability and in compliance with the law. However, we ensure wherever possible that the staffing of the school reflects the diversity of communities.

9. Community cohesion

The Education and Inspections Act 2006 inserted a new section 21(5) to the Education Act 2002, introducing a duty on the governing bodies of state schools to promote community cohesion. Community cohesion encompasses promoting good relations between pupils from different races, faiths / beliefs and socio-economic backgrounds. The duty came into force on 1 September 2007.

10. 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 education (PSHE), 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 where possible
- 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 all pupils to participate in the school's activities, such as sports clubs.

11. 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

12. Equality objectives

Little Houghton CEVA Primary School is committed to ensuring equality of provision throughout the school community. To achieve this, our Equality Objectives 2022 - 2023 are as follows:

- To promote understanding and respect for differences.
- To ensure that all groups and individuals have their needs fully met through access to a broad, ambitious curriculum offer, in order to achieve their full potential, and to make good or better progress.
- To promote spiritual, moral, social and cultural development through all appropriate curricular opportunities, with particular reference to issues of equality and diversity.

- To enhance SEN and EAL support within the curriculum by embedding adaptive and inclusive teaching strategies

13. Monitoring arrangements

The Head teacher will update the equality information we publish, at least every year.

This document will be reviewed by the Faith Committee of governors at least every 4 years.

This document will be approved by the Head teacher and Faith Committee of governors

14. Links with other policies

This document links to the following policies:

- Accessibility Policy
- Relevant risk assessments

C Fairbrother
January 2023