

Egerton Church of England Primary School

Together, we inspire, nurture and thrive



Perseverance **Compassion** **Respect** **Honesty** **Forgiveness** **Hope**

Equality Policy

Key Contact Personnel in School

Mrs Julia Walker

Headteacher

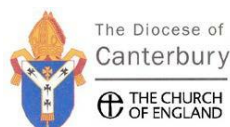
Mrs Tamsin Mobbs

Deputy Headteacher

Date written: **November 2023**

Date agreed and ratified by Governing Body: **December 2023**

Date of next review: **December 2027**



This policy will be reviewed every two years.

School Vision

Egerton inspires joy in life by cherishing childhood within a rich and creative learning journey. Our Christian values influence all decisions enabling our community to flourish. We nurture everyone to reach their full potential as God intends, mind, body and soul.

School Statement on equality

Every person in our school community has been made in the image of God and is loved unconditionally by God. Everyone is equal and we treat each other with dignity and respect. Our school is a place where everyone should be able to flourish in a loving and hospitable community. Each person in all their unique difference should be able to thrive, irrespective of physical appearance, gender, race, religion, ethnicity, socio-economic background, academic ability, disability, sexual orientation or gender identity.

We are committed to promoting the understanding of the principles and practices of equality – treating all members of our school community as individuals, according to their needs, with an awareness of our diverse society and appreciating the value of difference. We actively seek to challenge discrimination and we promote an anti-bullying stance which makes clear the unacceptability of racist, disablist and homophobic, biphobic and transphobic bullying and language.

"Every child should be revered and respected as a member of a community where all are known and loved by God." (Valuing all God's Children p24).

Legal framework

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, gender identity, race, religion, sex and sexual orientation.

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

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

Our approach to equality is based on the following key principles:

1. All learners are 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 and whatever their sexual orientation.
2. We recognise, respect and value difference and understand that diversity is a strength. We take account of differences and strive to remove barriers and disadvantages which people may face, in relation to disability, ethnicity, gender,

religion, belief or faith and sexual orientation. We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

3. We foster positive attitudes and relationships. We actively promote positive attitudes and mutual respect between groups and communities different from each other.
4. We foster a shared sense of cohesion and belonging. We want all members of our school community to feel a sense of belonging within the school and wider community and to feel that they are respected and able to participate fully in school life.
5. We observe good equalities practice for our staff. We ensure that policies and procedures benefit all employees and potential employees in all aspects of their work, including in recruitment and promotion, and in continuing professional development
6. We have the highest expectations of all our children. We expect that all pupils can make good progress and achieve to their highest potential.
7. We work to raise standards for all pupils, but especially for the most vulnerable. We believe that improving the quality of education for the most vulnerable groups of pupils raises standards across the whole school.

Development of the policy

When developing the policy, we took account of the DfE guidance on the Equality Act 2010, the Ofsted inspection framework 2019, which places a strong focus on improving the learning and progress of different groups and on closing gaps in standards and the Church of England publication 'Valuing all God's Children' – a guidance for Church of England schools, challenging homophobic, biphobic and transphobic bullying.

We note that OFSTED has a statutory duty to report on the outcomes and provision for pupils who are disabled and those who have special educational needs. Although this policy is the key document for information about our approach to equalities in line with the Public Sector Equality Duty, we ensure that information about our responsibilities under the Equality Act are also included in our school development plan, self-evaluation review, the school prospectus, school web site and newsletters.

There are also references in the behaviour, admissions, SEN and anti-bullying policies as well as minutes of meetings involving governors, the whole staff, and the senior leadership team and school council.

The Equality Act also applies to schools in their role as employers, and the way we comply with this are found in our recruitment policy.

Links to other policies and documentation

We ensure that the principles listed above apply to all of our policies and practice including those that are concerned with:

- Pupils' progress, attainment and achievement
- Pupils' personal development and wellbeing
- Teaching styles and strategies
- SMSC and PSHE
- Admissions and attendance
- Staff recruitment, retention and professional development
- Care, guidance and support
- Special educational needs
- Behaviour, discipline and exclusions
- Bullying and addressing prejudice related bullying
- Working in partnership with parents, carers and guardians
- Working with the wider community

Equality Objectives

The school is committed to promoting the welfare and equality of all its staff, pupils and other members of the school community. To achieve this, the school has established the following objectives:

- Monitor changes to the curriculum to ensure they result in good outcomes for pupils in all vulnerable groups.
- Improve the quality of support for pupils in all vulnerable groups in the classroom.
- Continue to explore the use of new technologies to support pupils in all vulnerable groups in accessing their learning (both in school and at home).

Our actions

To eliminate discrimination, harassment and victimisation

We take account of equality issues in relation to admissions and exclusions; the way we provide education for our pupils and the way we provide access for pupils to facilities and services. We are aware of the Reasonable Adjustment duty for disabled pupils – designed to enhance access and participation to the level of non-disabled pupils and stop disabled children being placed at a disadvantage compared to their non-disabled peers. The Headteacher ensures that all appointment panels give due regard to this policy so that no one is discriminated against when it comes to employment, promotion or training opportunities.

We 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 take seriously the need to consider the equality implications when we develop, adapt and review any policy or procedure and whenever we make significant decisions about the day today life of the school.

We actively promote equality and diversity through the curriculum and by creating an environment which champions respect for all. Our admissions arrangements are fair and transparent, and we do not discriminate against pupils by treating them less favourably on the grounds of their sex, race, disability, religion or belief, sexual orientation, gender reassignment, pregnancy or maternity

To advance equality of opportunity between different groups

We meet our legal duty and live out our guiding principles listed above by:

- Knowing the needs of our school population well and collecting and analysing data in order to inform our planning and identify targets to achieve improvements
- Have procedures, working in partnership with parents and carers, to identify children who have a disability through our pupil admission procedures
- Collecting data and monitoring progress and outcomes of different groups of pupils and using this data to support school improvement. We take action to close any gaps, for example, for those making slower progress in acquiring ARE appropriate literacy and numeracy skills.
- Collecting, analysing and publishing data:
 - On the school population by gender and ethnicity
 - On the % of pupils identified as having a special educational need and/or disability and by their principal need or disability
 - By year group – in terms of ethnicity, gender and proficiency in English;
 - On inequalities of outcome and participation, related to ethnicity, gender and disability and proficiency in English
 - We analyse standards reached by different groups at the end of each key stage:
 - British FSM and non FSM
 - Non British FSM and non FSM
 - EAL
 - All SEN
 - Traveller/Gypsy Roma
 - Looked After Children
- We also collect, analyse and use data in relation to attendance and exclusions of different groups. We are aware that the legislation relates mainly to current but also to future pupils – we will for example, be sufficiently prepared if a Visually Impaired, Hearing impaired or Gypsy Roma Traveller pupil joins our school.
- We avoid language that runs the risk of placing a ceiling on any pupils' achievement or that seeks to define their potential as learners, such as "less able". We use a range of teaching strategies that ensures we meet the needs of all pupils. We provide support to pupils at risk of underachieving
- We are alert and proactive about the potentially damaging impact of negative language in matters such as race, gender, disability and sexuality.

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, for example:

- disabled and non-disabled people
- people of different ethnic, cultural and religious backgrounds
- girls and boys

We ensure equality of access for all pupils to a broad and balanced curriculum, removing barriers to participation where necessary.

To foster good relations

We meet our legal duty and live out our guiding principles listed above by:

- Preparing our pupils for life in a diverse society, to live well together and ensuring that there are activities across the curriculum that promotes the spiritual, moral, social and cultural development of our pupils.
- Teaching about difference, to respect diversity and equality and the impact of stereotyping, prejudice and discrimination through PSHE and citizenship and across the curriculum.
- Using materials and resources that reflect the diversity of the school, population and local community in terms of race, gender, sexual identity and disability, avoiding stereotyping.
- Promoting a whole school ethos and values that challenge prejudice based discriminatory language, attitudes and behaviour and to treat others with dignity and respect.
- Providing opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures.
- Including the contribution of different cultures to world history and that promote positive images of people
- Providing opportunities for pupils to listen to a range of opinions and empathise with different experiences
- Promoting positive messages about equality and diversity through displays, worship, visitors and whole school events

Other ways we address equality issues

- We maintain records of all training relating the Equalities
- Our monitoring records include evaluations of aspects of Equalities
- We keep minutes of meetings where equality issues are discussed
- We have a rolling programme for reviewing all of our school policies in relation to equalities and their impact on the progress, safety and wellbeing of our pupils.
- The implications for equalities of new policies and practices are considered before they are introduced.
- In order to ensure that the work we are doing on equalities meets the needs of the whole school community we:
 - Review relevant feedback from the annual parent questionnaire, parents' evening and or focus meetings or Governors meetings

- Secure and analyse responses from staff surveys, staff meetings and training events
- Review feedback and responses from the school council and PSHE lessons
- Analyse issues raised in Annual reviews or reviews of progress on individual education plans/ personalised provision maps, mentoring and support;
- Ensure that we secure responses and feedback at Governing Body Meetings

Disseminating the policy

We ensure that this policy is known to all staff and governors, parents and carers and, as appropriate, to all pupils. This policy, our equality objectives and data are all available on our school website.

Roles and responsibilities

We expect all members of the school community and visitors to support our commitment to promoting equalities and meeting the requirements of the Equality Act. We will provide training, guidance and information to enable them to do this.

Governing body

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

Every governing body committee keeps aspects of the school's commitment to the Equality Duty under review, for example, in terms of standards, curriculum, admissions, exclusions, personnel issues and the school environment. Governors annually review the Equality Policy and evaluate the success of the school's Equalities Work taking account of quantitative evidence (e.g. data) and qualitative evidence (e.g. surveys).

Headteacher and Leadership team

The Headteacher is responsible for implementing the policy; 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. A senior member of staff has day-to-day responsibility for co-coordinating implementation of the policy and for monitoring outcomes. She will have expert and informed knowledge of the Equality Act.

Teaching and Support Staff

All teaching and support staff will:

- promote an inclusive and collaborative ethos in their classroom
- challenge prejudice and discrimination
- deal fairly and professionally with any prejudice-related incidents that may occur

- plan and deliver curricula and lessons that reflect the school's principles, for example, in providing materials that give positive images in terms of race, gender and disability
- maintain the highest expectations of success for all pupils
- support different groups of pupils in their class through differentiated planning and teaching, especially those who may (sometimes temporarily) find aspects of academic learning difficult
- keep up-to-date with equalities legislation relevant to their work

All visitors to the school, including parents and carers are expected to support our commitment to equalities and comply with the duties set out in this policy. We will provide guidance and information in school newsletters to enable them to do this.

Staff development and training

We ensure that all staff, including support 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 way that breaches of other school policies are dealt with, as determined by the headteacher and governing body.

Monitoring and evaluation

We review and update our equality objectives every two years and report annually to the governing body on progress towards achieving them. We involve and consult staff, pupils, governors and parents and carers.

We publish an annual evaluation of the success in meeting these objectives for parents and carers, on the school website.