

# EQUALITIES STATEMENT (POLICY)

## Chapel en le Frith C of E VC Primary School

DATE AGREED	REVIEWED ON	NEXT REVIEW	COMMITTEE	MINUTE NO	SIGNED
06.03.17		T2 2018	Full Governing Body (Teaching and Learning in future)	16iv	
	10.05.17	T5 2018	Teaching and Learning	7	
	10.05.18	T5 2019	Teaching and Learning	5	
	08.05.19	T5 2020	Teaching & Learning	5ii	
	22.09.20	T1 2021	Full Governing Board	9.5	
	30.11.21	T2 2022	Full Governing Board	10.1	
	24.01.23	T3 2024	Full Governing Board	10.12	



## Equalities Statement

We welcome our duties under the Equality Act 2010, and in particular our general duties with regard to equality:

- Eliminating discrimination
- Fostering good relationships
- Advancing equality of opportunity.

We will not discriminate against, harass or victimise any staff member, pupil, prospective pupil, or other member of the school community because of any protected characteristic including their:

- Sex
- Age
- Race
- Disability
- Religion or belief
- Sexual orientation
- Gender reassignment
- Pregnancy or maternity
- Marriage and civil partnership

Through our curriculum and school values, we aim to promote pupils' spiritual, moral, social and cultural development, with special emphasis on promoting equality and diversity, and eradicating prejudicial incidents for pupils and staff. Our school is committed to not only eliminating discrimination, but also increasing understanding and appreciation for diversity.

### Roles and responsibilities

The governing board will:

- Ensure that the school complies with the appropriate equality legislation and regulations.
- Meet its obligations under the Public Sector Equality Duty to:
  - Publish equality objectives at least every four years commencing on the date of the last publication.
  - Update and publish information every year to demonstrate school compliance with the PSED.
- Ensure that the school's policies and procedures are developed and implemented with appropriate equality impact assessments informing future plans.
- Ensure equal opportunities in its staff recruitment and promotion practices, professional development programmes and in membership of the governing board.
- Proactively recruit high-quality applicants from under-represented groups.
- Provide information in appropriate and accessible formats.
- Ensure that the necessary disciplinary measures are in place to enforce this policy.

## Equalities Statement

The headteacher will:

- Implement and champion the school's approach to equality.
- Ensure that all staff members receive the appropriate equality and diversity training as part of their induction and CPD.
- Actively challenge and take appropriate action in any case of discriminatory practice.

Address any reported incidents of harassment or bullying in line with DfE guidance.

Employees will:

- Be mindful of any incidents of harassment or bullying in the school.
- Track and monitor any instances of discrimination and deal with these in a consistent manner, making a report to the headteacher as necessary and following up with pupils as required.
- Identify and challenge bias and stereotyping within the curriculum and the school's culture.
- Promote equality and good relations, and not harass or discriminate in any way.
- Monitor pupils' progress and needs to ensure the appropriate support is in place.
- Keep up-to-date with equality legislation and its application by attending the appropriate training.
- Champion diversity and inclusion.

Pupils will:

- Not discriminate or harass any other pupil or staff member.
- Actively encourage equality and diversity in the school by contributing their cultural experiences and values.
- Report any incidences of bullying or harassment, whether to themselves or to others, to the head of year or to another member of staff.
- Abide by all the school's equality and diversity policies, procedures and codes.

### Guiding Principles

In fulfilling the legal obligations referred to above, we are guided by seven principles:

#### **Principle 1: All pupils are of equal value**

We see all pupils and potential pupils; and their parents and carers, as of equal value:

- Whether or not they are disabled
- Whatever their ethnicity, culture, religious affiliation, national origin or national status
- Whatever their gender and gender identity
- Whatever their sexual identity

## Equalities Statement

### **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 are differentiated, as appropriate, to take account of differences of life experience, outlook and background, and in the kinds of barrier and disadvantages 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 girls and boys, women and men and non-binary are recognised.

### **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 all: non-binary, boys and girls, women and men, and an absence of sexual harassment.

### **Principle 4: 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:

- Whether or not they are disabled
- Whatever their ethnicity, culture, religious affiliation, national origin or national status
- Whichever their gender

### **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

## Equalities Statement

- Girls and boys, women and men, non-binary

### **Principle 6: We consult widely**

People affected by a policy or activity should be consulted and involved in the design of new policies, and in the review of existing ones. We involve:

- Disabled people as well as non-disabled
- People from a range of ethnic, cultural and religious backgrounds
- Both women and men, and girls and boys, non-binary

### **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
- Both women and men, girls and boys, non-binary

### **Overall aims to eradicate discrimination**

We aim to limit and ultimately eradicate prejudicial incidents by:

- Ensuring all members of our school community are aware that prejudice in all its forms will not be tolerated.
- Ensuring that all members of our community are clear about how to respond to prejudice and that leaders monitor any incidents occurring through an equality lens, identifying as required any themes.
- Providing training for adults in school where required.
- Ensuring representation, appreciation and recognition of individuals from minority groups or those with protected characteristics.
- Actively teaching about and celebrating human diversity in all its forms, both within our curriculum teaching, assembly programme and through the wider life of the school.
- Adopting an inclusive attitude and ensuring that the whole school community understands what inclusive behaviour looks like in the school and how this aligns with the school's values.
- Maintaining high expectations for all community members of our underlying school values "Ready, Safe, Respect".
- Adopting an inclusive curriculum that is accessible to all.
- Encouraging compassion and open-mindedness.
- Actively challenging bias and calling it out in order to move the conversation forward.

## Equalities Statement

<b><u>Specific equality objectives 2022-2023 linked to school improvement plan</u></b>
1. To narrow the gaps between boys and girls writing across the school
2. To reduce prejudice and increase understanding of equality through the direct teaching across the curriculum
3. To promote cultural development and understanding through a rich range of experiences both in and beyond school for all stakeholders

### **Dealing with prejudice and celebrating diversity**

All forms of prejudice are taken seriously and we do not tolerate any form of prejudice-related incident. Whether direct or indirect, we treat discrimination against all members of our school with the utmost severity. When an incident is reported, our school is devoted to ensuring appropriate action is taken and a resolution is put into place which is both fair and firm.

We encourage our community to report incidents of concern as soon as possible so that we can:

- Fully investigate the concerns raised
- Identify any underlying causes of the issue, for example a lack of awareness, unmet need or any contextual factors
- Work with all those involved to identify a clear response which addresses both any underlying causes as well as the impact of the incident.

On a proactive level our pupils are taught to be:

1. Understanding of others
2. Celebratory of diversity both within the school cohort and in the wider world
3. Inclusive; pupils at Chapel Primary School are taught to value each other's individual strengths and support each other to succeed
4. Aware of what constitutes discriminatory behaviour.

The school's employees will not:

- Discriminate against any member of the school community
- Treat other members of the school community unfairly.

The school's employees will:

- Promote diversity and equality
- Encourage and adopt an inclusive attitude
- Lead by example
- Seek training if they need to improve their knowledge in a particular area.



## Equalities Statement

Throughout the year, the school provides a variety of opportunities to celebrate diversity, including:

- Planning activities for key diversity awareness days
- Inviting guest speakers to talk to pupils about diversity
- Incorporating lessons about diversity into the curriculum
- Ensuring teaching materials represent and reflect diversity.

### **Equality and dignity in the workplace**

We do not discriminate against staff with regard to their:

- Age
- Disability
- Gender reassignment
- Marital or civil partner status
- Pregnancy or maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

Equality of opportunity and non-discrimination extends to the treatment of all members of the school community. All staff members are obliged to act in accordance with the school's various policies relating to equality.

We will guarantee that no redundancy is the result of direct or indirect prejudice. All disciplinary procedures are non-prejudicial, whether they result in warnings, dismissal, or any other disciplinary action.

### **Monitoring and Evaluation**

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

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.
- The pupil and parent surveys will include appropriate questions to determine the effectiveness of this data and will be closely scrutinised.
- Interviews with SEN and vulnerable children will also be used to assess this policy and inform amendments.
- Logs such as CPOMs will be examined in detail and reported to governors to inform policy.