

St Ippolyts CE (Aided) Primary School

"Love one another. As I have loved you, so you must love one another"

John 13:34



Equalities Statement

Date of Issue: June 2022

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: Intent

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 in 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 girls and boys, and women and men, are recognised
- 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 boys and girls, and women and men, 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
- girls and boys, women and men.

What this looks like in our School: Implementation

The curriculum

1. We keep each curriculum subject or area under review in order to ensure that teaching and learning reflect the principles set out in paragraph 4 above.
2. Focused attention is paid to the needs of specific groups of pupils, for example those who are learning English as an additional language, and there is extra or special provision for certain groups, as appropriate.
3. There is coverage in the curriculum of equalities issues, particularly with regard to tackling prejudice and promoting community cohesion and mutual understanding.
4. There are activities across the curriculum that promote pupils' spiritual, moral, social and cultural development.
5. In curriculum materials in all subjects there are positive images of disabled people; of gay and lesbian people; of both women and men in non-stereotypical gender roles; and of people from a wide range of ethnic, religious and cultural backgrounds.

Ethos and organisation

3. We ensure the principles listed 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

The school is opposed to all forms of prejudice which stand in the way of fulfilling the legal duties:

- 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 and homophobia.

We keep a record of prejudice-related incidents 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.

We conduct surveys and focus groups to ensure that pupils feel safe from all kinds of bullying.

Roles and responsibilities

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.

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.

The Inclusion Manager has day-to-day responsibility for co-ordinating implementation of the policy.

All staff are expected to:

- promote an inclusive and collaborative ethos in their classroom
- deal with any prejudice-related incidents that may occur
- plan and deliver curricula and lessons that reflect the principles in paragraph 4 above
- support pupils in their class for whom English is an additional language
- keep up-to-date with equalities legislation relevant to their work.

Information and resources

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.

Religious observance

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

Staff development and training

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

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 : Impact

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

We collect data about the school population and differences of outcome

- The school has data on its composition broken down by year group, ethnicity and gender, and by proficiency in English.
- The school has data on its composition broken down by types of impairment and special educational need.
- The school has data on inequalities of outcome and participation connected with ethnicity, gender and disability, and with proficiency in English.
- The school uses data on inequalities of outcome and involvement when setting itself objectives for achievable and measurable improvements.
- We maintain 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. Our Equality objectives are included in the School Development Plan. Because of the small cohort size, equality information may not be published on our website if individual children would be able to be identified.

Consultation and involvement

The school has procedures for consulting and involving parents and carers, and for engaging with local groups and organisations, and has regard in these for the concerns and requirements of the Equality Act.

The school has procedures for finding out how pupils think and feel about the school, and has regard in these for the concerns of the Equality Act.

Date approved by the Governing Body: June 2022

Review frequency: Every 4 years.

Review due by: June 2026

Policy maintained by: Inclusion Manager

