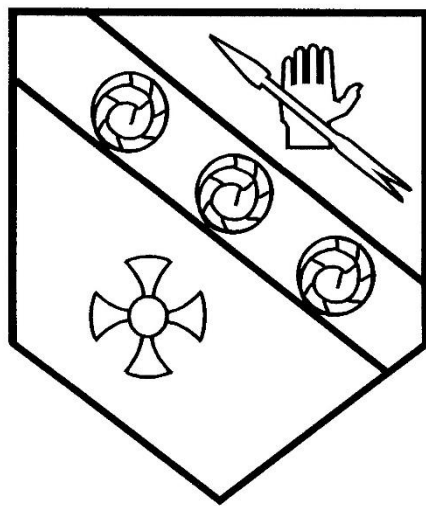


ST HILD'S COLLEGE C OF E AIDED
PRIMARY SCHOOL

Equality Policy Statement and Objectives



1. Introduction

The Equality Act 2010 was introduced fully in April 2011 and there is no longer a requirement that schools should draw up and publish equality schemes or policies. However, it is still good practice for a school to make a statement about the principles according to which it assesses the impact on equality of its policies and practices, and according to which it establishes specific objectives.

We must under the general duty of public sector equality duty, in the exercise of our functions, have due regard to the need to:

- Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited under the Act.
- Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it;
- Foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

The overall objective of St Hild's CE Primary School's Equality Policy Statement and Objectives is:

- to provide a framework for the school to pursue its equality duties to eliminate unlawful discrimination and harassment;
- to promote equality of opportunity;
- to promote good relations and positive attitudes between people of diverse backgrounds in all its activities.

The principles of this policy statement will apply to all members of the extended school community including all pupils, staff, governors, parents and other visitors. We will give relevant and proportionate consideration to the public sector equality duty.

We are committed to equality and to creating an inclusive learning environment, based upon Christian Values, by developing a motivated passion for learning that will enable each child to be the best that they can be. We aim for every pupil to fulfil their potential, no matter what his/her background or personal circumstances. We maintain the aim of embedding principles of fairness and equality across our entire curriculum, in assemblies and acts of collective worship, in break and lunchtimes, during lessons, in pastoral support and in after-school activities.

Every four years, we formulate and publish specific objectives, based on the evidence we have collected and published, in relation to:

- Disability
- Ethnicity, religion and culture
- Gender

Progress towards these objectives is reviewed and evaluated regularly and this document is amended in light of any changes that are identified.

Our equalities objectives for 2018 – 2022 are:

- 1) To increase pupils' awareness of different family and relationship structures and to develop their understanding of these.
- 2) To increase pupils' awareness and understanding of other cultures, faiths and religions and to celebrate these throughout school across each academic year.
- 3) To ensure that teaching and curriculum materials, resources and displays reflect positive images of disabled people, people of different sexual orientations, people of different ages and people from a wide range of ethnic and cultural backgrounds.
- 4) To continue our Investing in Children work, ensuring that all children have a voice and feel able to make their voice heard to make a positive difference to all aspects of life in school.

The protected characteristics for the schools provisions are:

- Disability
- Gender identity
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation
- Age*
- Marriage and Civil Partnerships*

**Age and marriage and civil partnership are NOT protected characteristics for the school's provisions for pupils.*

We will have due regard to advancing equality of opportunity including making serious consideration of the need to:

- remove or minimise disadvantages suffered by persons who share a relevant protected characteristic that are connected to that characteristic;
- take steps to meet the needs of persons who share a protected characteristics that are different from the needs of persons who do not share it;
- encourage persons who share a relevant protected characteristic to participate in public life or in any activity in which participation by such persons is disproportionately low

We will take into account the six Brown principles of 'due regard':

- awareness – all staff know and understand what the law requires
- timeliness – implications considered before they are implemented
- rigour – open-minded and rigorous analysis, including parent/pupil voice
- non-delegation – the PSED cannot be delegated
- continuous – ongoing all academic year
- record-keeping – keep notes and records of decisions and meetings (this will be done in line with GDPR regulations)

We welcome the opportunity to be transparent and accountable. To this end we fulfil the specific duties of the Act by:

- publishing our equality information
- publishing our equality objectives

We aim to make the information accessible, easy to read and easy to find.

2. 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 reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

We welcome our duty under the Education and Inspections Act 2006 to promote community cohesion. We recognise these duties are essential to 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 and the Public Sector Equality Duties 2010.

3. Guiding principles

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.

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.

**There are some areas where a school with a religious character can make exceptions on some certain prescribed grounds. These are discussed at the end of the document.*

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, homophobic and transphobic harassment.
- positive attitudes and understanding of those women pregnant or during maternity.

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.

**There are some areas where a school with a religious character can make exceptions on some certain prescribed grounds. These are discussed at the end of the document.*

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.

Principle 6: We consult and involve 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 consult and involve all sectors of the school community.

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.

Principle 8: We base our practices on sound evidence

We maintain and publish quantitative and qualitative information about our progress towards greater equality.

Principle 9: Objectives

Every four years we formulate and publish specific and measurable objectives, based on the evidence we have collected and published. The objectives which we identify take into account national and local priorities and issues, as appropriate. We keep our equality objectives under review and report annually on progress towards achieving them.

4. The curriculum

We keep each curriculum subject or area under review in order to ensure that teaching and learning reflect the nine guiding principles.

5. Ethos and organisation

We ensure the guiding principles 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.

**These items are discussed further at the end of the policy as there are exceptions for schools with a religious character.*

6. 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. There is guidance in the staff handbook on how prejudice-related incidents should be identified, assessed, recorded and dealt with. We take seriously the importance of recording the numbers, types and seriousness of prejudice-related incidents at our school and how they are dealt with. We also investigate potential patterns and trends of incidents.

7. Roles and responsibilities

The governing body is responsible for:

- ensuring that the school complies with legislation;
- ensuring that this policy and its related procedures and action plans are implemented;
- identifying a member of the governing body who has a supporting role regarding the implementation of this policy.

The head teacher is responsible for:

- implementing the policy;
- ensuring that all staff are aware of their responsibilities
- ensuring that all staff are given appropriate training and support;
- taking appropriate action.

All staff are responsible for:

- promoting an inclusive and collaborative ethos in their classroom
- responding to prejudice-related incidents that may occur
- incorporating the principles of this policy into the curriculum
- keeping up-to-date with equalities legislation relevant to their work

8. 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.

All staff and governors are signposted towards a selection of resources which discuss and explain concepts of equality, diversity and community cohesion in appropriate detail.

9. Religious observance

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

10. Staff development and training

We ensure that all staff receive appropriate training and opportunities for professional development around equalities.

11. Breaches of the policy

Breaches of this policy will be dealt with in line with the schools disciplinary policy.

12. Monitoring and evaluation

We collect, study and use quantitative and qualitative data relating to the implementation of this policy, and make adjustments as appropriate. We collect, analyse and use data in relation to achievement, relevant and appropriate to the profile of the school.

13. Equality Information

We maintain confidentiality and work to data protection principles and GDPR guidelines. We publish information in a way so that no pupil, staff member or Governor can be identified.

Pupils:

Age	We have pupils aged from 2-11 years old in our school
Disability	We ensure reasonable adjustments are made where appropriate to support children in our school
Gender reassignment	We support any pupil towards gender reassignment
Race and ethnicity	This information is available on request
Religion and belief / no belief	This information is available on request
EAL (English as an additional language)	EAL figures change frequently and we work in partnership with the Equalities team to access additional support where needed.
SEND	17.07% of children in school are currently identified as having Special Educational Needs 15.85% of children in school currently have a SEN Support Plan 1.22% of children in school currently have an EHCP
Sex – Male / Female	48% of pupils are male 52% of pupils are female
Sexual orientation	We support all pupils regardless of sexual orientation
Pupil Premium	46% of pupils are eligible for Pupil Premium
Vulnerable groups (including looked after)	This information is available on request

Staff

32 members of staff provided this information = 86%

Age	We currently have staff between 22 and 75 years of age
Disability	3% of respondents recorded a disability but felt that their needs are being fully met in school We ensure reasonable adjustments are made where appropriate to support staff in their roles
Gender reassignment	We support any staff member towards gender reassignment
Race and ethnicity	Our staff profile comprises: White British = 94% Irish = 3% Polish = 3%
Marriage and civil partnership	We comply with our equality duty
Pregnancy and maternity	We comply with our equality duty
Religion and belief / no belief	Our staff profile comprises: Christian Church of England = 88% Roman Catholic = 9% No religion = 3%
Sex – Male / Female	Our staff profile comprises: Female = 91% Male = 9%
Sexual orientation	We support all members of staff regardless of sexual orientation

Governors

10 Governors provided this information

Data for Staff Governors is included within the staff section

Age	We currently have staff between 30 and 59 years of age
Disability	0% of respondents recorded a disability We ensure reasonable adjustments are made where appropriate to support staff in their roles
Gender reassignment	We support any Governor towards gender reassignment
Race and ethnicity	Our Governor profile comprises: White British = 90% Irish = 10%
Marriage and civil partnership	We comply with our equality duty
Pregnancy and maternity	We comply with our equality duty
Religion and belief / no belief	Our Governor profile comprises: Christian = 100%
Sex – Male / Female	Our Governor profile comprises: Female = 60% Male = 40%
Sexual orientation	We support all Governors regardless of sexual orientation

Date of Implementation: September 2018

Date of Review: July 2022

Signed SENCO: *A Luke*

Signed Head Teacher: *A Ryder*

Signed Chair of Governors: *A Bartlett*

**There are a number of exceptions for Schools with a Religious Character including:*

- *Admissions*
- *Benefits, facilities and services*
- *Employment*

For further information on the Equality Act 2010 and exceptions for schools with religious character please see the document published by the DfE 'Equality Act 2010: Advice for School Leaders <https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools>