



Equality Policy

St Chad's C of E Primary and Nursery School Policy	
Title of Policy:	Equality Policy
Date Policy adopted:	2019. Reviewed Spring 2020. December 2020, Spring 2021 Spring 2022
Written by/Author: (Job Title and name)	Inclusion Lead
Review Cycle:	Every 2 Years
Review Date:	Spring 2024

Introduction

At St Chad's CE Nursery and Primary School, we believe that all pupils and members of staff should have the opportunity to fulfil their potential whatever their background, identity and circumstances. We are committed to creating a community that recognises and celebrates difference within a culture of respect and co-operation. We appreciate that a culture which promotes equality will create a positive environment and a shared sense of belonging for all who work, learn and use the services of our school. We recognise that equality will only be achieved by the whole school community working together – our pupils, staff, governors and parents/carers.

We welcome our duties under the Equality Act 2010 as both a provider of education and as an employer. The Equality Act 2010 legally protects people from discrimination in the workplace and in wider society. The public sector Equality Duty (PSED) came into force across Great Britain on 5 April 2011. It means that public bodies have to consider all individuals when carrying out their day-to-day work – in shaping policy, delivering services and in relation to their own employees.

Aims

We recognise that the public sector equality duty has three aims, to:

- eliminate unlawful discrimination, harassment and victimisation and other conduct under the Act
- advance equality of opportunity between people who share a protected characteristic and those who do not
- foster good relations between people who share a protected characteristic and those who do not

Protected Characteristics

We are committed to meeting our public sector equality duties and acknowledge that we have a statutory duty to ensure equality with regard to all protected characteristics. It is unlawful for a school to discriminate against a pupil or prospective pupil by treating them less favourably because of their:



- age
- sex
- race
- disability
- religion or belief
- sexual orientation
- gender reassignment
- pregnancy or maternity
- marriage and civil partnership

Objectives

As a school we have a duty to publish our equality objectives relating to the Equality Act 2010. These are as follows:

We will ensure that all children have equal opportunities in their learning and work hard to remove any barriers which may exist.

We will aim to increase tolerance and understanding of different faiths, cultures and genders through education.

We will equip our children with the social skills to function as part of a diverse society.

Principles

To fulfil our legal and moral obligations, we are guided by a number of principles:

All pupils, families and staff are of equal value

We see all pupils, potential pupils, their parents and carers, and staff 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 and non-religious affiliation or faith background
- Whatever their sexual orientation
- Whatever their marital status
- Whether they are currently pregnant or have recently given birth
- Whatever their age

We recognise and respect difference

We recognise that treating people equally does not necessarily involve treating them all the same. This is reflected in our status as a Flagship school for Inclusion (IQM). We recognise that our policies, procedures and activities must not discriminate but must take account of diversity and the



kinds of barriers and disadvantage that staff, parents/carers or pupils may face in relation to their protected characteristics.

We foster positive attitudes and relationships, and a shared sense of belonging

We intend that our policies, procedures and activities should promote:

- positive attitudes and interaction between groups and communities different from each other
- an absence of harassment, victimisation and discrimination in relation to any protected characteristics

We observe good equalities practice in relation to staff

We ensure that our policies and practices for all staff and potential staff throughout the employment lifecycle, i.e. from recruitment through to the cessation of employment and beyond, are applied fairly and consistently across all groups with full respect for legal rights, taking into account aspects applicable to particular groups (e.g. duty to make reasonable adjustments for disabled staff).

We aim to reduce and remove inequalities and barriers that already exist

We intend that our policies, procedures and activities avoid or minimise any possible negative impacts and we aim to reduce inequalities that exist between groups and communities different from each other.

We consult and involve to ensure views are heard

In our development of policies, we engage with groups and individuals, including pupils who are affected by a policy or activity to ensure that their views are taken into account. For policies and activities affecting pupils, we will take account of views expressed at school council; for parents, through parent governor representation and for staff, through staff governor representation. Where necessary, we will consult more widely with specific groups such as Family Forum.

We aim to foster greater community cohesion

We intend that our policies, activities and curriculum offer foster greater social cohesion and provide for an equal opportunity to participate in public life irrespective of the protected characteristics of individuals and groups.

We set ourselves specific and measurable equality objectives

We develop and publish specific and measurable objectives based on evidence that we have gathered and the needs in our school. We review and report annually on progress towards achieving them.



Application of the principles within this policy statement:

The principles outlined in the policy statement will be applied and reflected in:

- The delivery of the school curriculum
- The teaching and learning within the school
- Our practice in relation to pupil progress, attainment and achievement
- Our teaching styles and strategies
- Our policies and practice in relation to admissions and attendance
- Our policies and practice in relation to staff
- Our care, guidance and support to pupils, their families and staff
- Our policies and practice in relation to pupil behaviour, discipline and exclusions
- Our partnership working with parents and carers
- Our contact with the wider school community

Addressing prejudice and prejudice-related bullying

The school is opposed to all forms of prejudice including, but not limited to prejudice related to protected characteristics. Any prejudice related incidents in relation to staff or pupils are recorded, investigated and dealt with appropriately.

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 and that arrangements are in place to deal with any concerns or unlawful action that arises.

The Head teacher is responsible for implementation of this policy, ensuring that all staff are aware of their responsibilities and given appropriate training and support and for taking appropriate action in any cases of unlawful discrimination, harassment or victimisation.

All staff are expected to work in accordance with the principles outlined in this policy to:

- promote an inclusive and collaborative ethos in their practice
- deal with any prejudice-related incidents that may occur
- plan and deliver curricula and lessons
- support pupils in their class who have additional needs

See also:

Inclusion policy
SEND policy