



GROWING TOGETHER • POSITIVE ATTITUDE • SUCCESS IN ALL WE DO

Equality Statement

Date agreed by Governors:	May 2021
Date of next Review:	May 2022
Approved by Chair of Governors	Yvette Bell

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, religion 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

4. In fulfilling the legal obligations cited above, we are guided by eight principles:

Principle 1: All learners are of equal value.

We see all 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 the kinds of barriers 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 nondisabled 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:

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.

Principle 6: We consult and involve widely.

We engage with a range of groups and individuals to 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. Where relevant we will consult and 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
homosexual people as well as heterosexual

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, homosexual people as well as heterosexual

Principle 8: We base our practices on sound evidence.

We maintain quantitative and qualitative information about our progress towards greater equality in relation to:

disability
ethnicity, religion and culture
gender

5. We recognise that the actions resulting from a policy statement such as this are what make a difference.
6. Every three years, accordingly, we draw up an action plan within the framework of the overall school improvement plan and processes of self-evaluation, setting out the specific equality objectives we shall pursue. The objectives which we identify take into account national and local priorities and issues, as appropriate.
7. We keep our equality objectives under review and report annually on progress towards achieving them.

8. Feedback from Ofsted.

The curriculum

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.

Ethos and organisation

We ensure the principles listed in paragraph 4 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 prevent it from fulfilling the legal duties around:

prejudices around disability and special educational needs
prejudices around racism and xenophobia, including those that are directed towards religious groups and communities, for example anti-Semitism and Islamophobia, and those
that are directed against Travellers, migrants, refugees and people seeking asylum
prejudices reflecting sexism and homophobia

We take seriously our obligation to report regularly to the governing body about the numbers, types and seriousness of prejudice-related incidents at our school and how they are dealt with.

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.

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.

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.

All staff and governors have access to a selection of resources which discuss and explain concepts of equality, diversity and community cohesion in appropriate detail.

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 evaluation

We 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.

Our school's current equality objectives are to: -

1. Ensure that all Year 6 pupils with SEN make sufficient progress in English and maths from Key Stage 1 to Key Stage 2.
2. Continue to maintain a governor profile that is reflective of the overall school profile.
3. Ensure that our access plan is current and relevant.

Further examples of our work to promote equality include:

- Attendance Awards ceremonies
- On-going analysis of attendance data and exclusion records to ensure any groups are not over represented
- Regular assemblies to deal with prejudice, decision making, human rights and people who achieve (including disabled, multicultural achievers).