



ALL SAINTS CE PRIMARY SCHOOL & NURSERY, RANTON SINGLE EQUALITY POLICY

Introduction

We welcome our duties under the Equality Act 2010 as both a provider of education and as an employer.

As a Christian Community we believe that every person is a unique individual, created in God's image and loved by Him. We are therefore committed to treat every person with equality of esteem and the respect and dignity due to a child of God. Our belief in the Gospel message commits us to be in the forefront of the movement for social and racial justice and harmony. Our Mission puts God at the centre of all that we do and informs every aspect of school life. We recognise, therefore, that equality of opportunity applies to all members of the school community: pupils, staff, parents/carers, governors and the wider community.

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.

This document outlines the principles which will guide our approach to working with our school community and enabling an open culture.

National and Legal Context

We recognise that we have duties under the Equality Act 2010 in relation to the school community to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age (applicable only to staff), disability, ethnicity, gender (including issues of transgender, maternity and pregnancy), religion and belief, sexual orientation and marital status (applicable only to staff).

We also recognise that we have a duty under the Education & Inspections Act 2006 to promote community cohesion, i.e. developing good relations across different cultures and groups.

We also appreciate that these duties reflect the international human rights standards as expressed in the UN Convention on Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

School Context

All Saints Primary School, part of the Diocese of Lichfield, is located in Ranton, Staffordshire so under the local authority (LA) of Staffordshire.

The standard procedures and processes of our school - disability

The school has clear procedures to identify and assess pupils with a disability and work actively with parents/carers and other agencies to plan to best meet their needs.

The standard procedures and processes of our school - gender

The outcomes for both boys and girls are very good with both groups achieving at an above average level compared to the national average. Pupil achievement is rigorously monitored and any under-achievement addressed through high quality teaching and support. All children are actively encouraged to take part in all activities, regardless of any perceived gender bias.

The standard procedures and processes of our school - race

Very good relationships exist between all members of our community and the school has clear procedures to deal with any race discrimination.

Pupils' basic skills and levels of respect for others are outstanding and this helps to prepare them for living in a diverse society. The curriculum ensures there is greater emphasis placed on helping children to learn about diversity.

The standard procedures and processes of our school - community cohesion

Considerable work has been undertaken to enable pupils to learn about different faith and cultural traditions.

The RE and PHSE curriculum enables the teaching of themes related to diversity and the tackling of discrimination. Work is differentiated in order to ensure all pupils are fully included and able to reach their full potential.

3. Legal Background

Principles

To fulfil our legal obligations, we are guided by a number of principles.

1. 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
- Whatever their language

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2. We recognise and respect difference

We recognise that treating people equally does not necessarily involve treating them all the same. 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:

- Disability - we note that reasonable adjustments may need to be made
- Gender (including transgender) - we recognise that girls and boys, men and women have different needs
- Religion and belief - we note that reasonable requests in relation to religious observance and practice may need to be made and complied with
- Ethnicity and race - we note that all have different experiences as a result of our ethnic and racial backgrounds
- Age - we value the diversity in age of staff, parents and carers
- Sexual orientation - we respect that individuals have the right to determine their own sexual identity and that they should not experience disadvantage as a result of their preference
- Marital status - we recognise that our staff, parents and carers may make their own personal choices in respect of personal relationships and that they should not experience disadvantage as a result of the relationships they have
- Pregnancy and maternity - we believe that our staff, parents and carers should not experience any unfair disadvantage as a result of pregnancy or having recently given birth

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 and interaction between groups and communities different from each other

- an absence of harassment, victimisation and discrimination in relation to any protected characteristics

4. 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).

5. 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.

6. 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.

7. 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.

8. We base our practices on sound evidence

We maintain and publish information annually to show our compliance with the public sector equality duty, set out under section 149 of the Equality Act 2010.

9. We set ourselves specific and measurable equality objectives

We develop and publish specific and measurable objectives every four years based on the evidence that we have gathered (principle 8) and the engagement we have been involved in (principle 7).

Application of the principles within this policy statement:

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

1. The delivery of the school curriculum

2. The teaching and learning within the school
3. Our practice in relation to pupil progress, attainment and achievement
4. Our teaching styles and strategies
5. Our policies and practice in relation to admissions and attendance
6. Our policies and practice in relation to staff
7. Our care, guidance and support to pupils, their families and staff
8. Our policies and practice in relation to pupil behaviour, discipline and exclusions
9. Our partnership working with parents and carers
10. 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. We will ensure that prejudice-related incidents in relation to staff and pupils are recorded 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 headteacher 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
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