



MIDDLETON PARISH CHURCH SCHOOL

Equality Statement

'Excellence, Truth & Grace'

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, ethnicity, gender (including issues of transgender, and of maternity and pregnancy), religion and belief, and sexual identity. The Act covers all aspects of school life to do with how school treats pupils and prospective pupils, parents and carers, employees and members of the community. Everything we do in school must be fair, non-discriminatory and not put individuals or groups of people at a disadvantage. In particular, school must not discriminate, harass or victimise a pupil or potential pupil in relation to: -

- Admissions
- The way we provide education for pupils
- How we provide pupils' access to any benefit, facility or service
- Excluding a pupil or subjecting them to any other detriment

We also welcome our duty under the Education and Inspections Act 2006 to promote community cohesion. In fulfilling the legal obligations cited above, we are guided by these 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 have a disability
- 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 people with disabilities, good relations between disabled and non-disabled people, and an absence of harassment of people with disabilities
- 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 exist between:-

- disabled and non-disabled people
- people of different ethnic, cultural and religious backgrounds
- people of all gender identities

Principle 6: 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
- people of all gender identities
- people, whatever their sexual identity

Principle 8: We base our practices on sound evidence

We maintain and publish quantitative and qualitative information.

Principle 9: Objectives

We formulate and publish specific and measurable objectives. The objectives which we identify take into account national and local priorities and issues, as appropriate. We keep our objectives under review and report on progress towards achieving them.

The Curriculum

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

Ethos and Organisation

We ensure the 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

Addressing Prejudice and Prejudice-related Bullying

Middleton Parish Church School is opposed to all forms of prejudice which stand in the way of fulfilling the legal duties, including:-

- 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.

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 head teacher 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.

A senior member of staff 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
- 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 head teacher and governing body.

Monitoring and review

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.