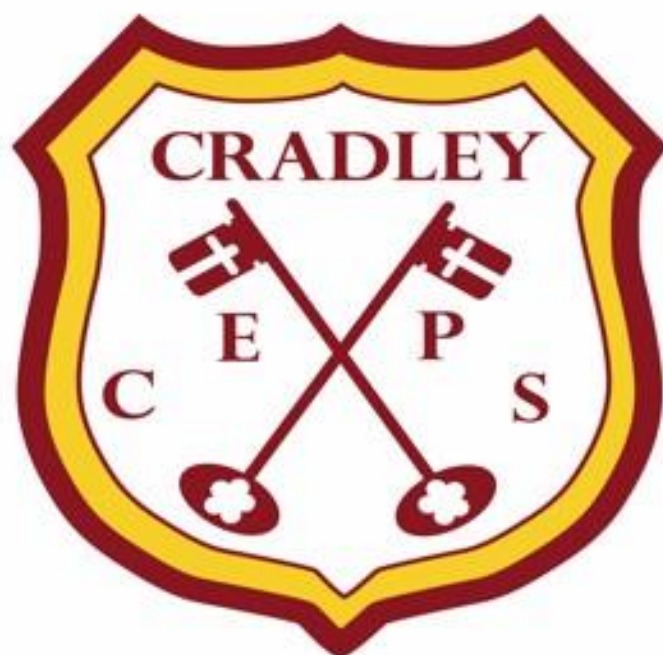


CRADLEY CE PRIMARY SCHOOL



EQUALITY POLICY 2024

Overview

This policy reflects the Equality Act 2010 which harmonises and replaces previous legislation, including the, Sex Discrimination Act 1975, Race Relations Act 1976, Disability Discrimination Act 1995 and Gender Recognition Act 2004. This policy therefore supersedes all previous school policies on Disability, Ethnicity (ie Race) and Gender.

The Equality Act 2010 was introduced to ensure protection from discrimination, harassment and victimisation on the grounds of specific characteristics (referred to as protected characteristics). This means that schools cannot discriminate against pupils/staff or treat them less favourably because of their sex (gender), race, disability, religion or belief, gender reassignment, sexual orientation or pregnancy or maternity. Age and marriage and civil partnership are also “protected characteristics” but are not part of the school provisions related to pupils.

The Equality Act 2010

The Equality Act combines the existing three duties into one new Equality Duty that covers all seven of the equality strands: age, disability, gender, gender-identity, race, religion or belief and sexual orientation. In this school we will ensure that at every level, in all our work and throughout all aspects of the school community and its life, everyone will be treated equally. This Single Equality Policy summarises the school's approach in ensuring equality for all.

The Act requires all public organisations, including schools to comply with the Public Sector Equality Duty and two specific duties.

The Public Sector Equality Duty or “general duty”

This requires all public organisations, including schools to:

- Eliminate unlawful discrimination, harassment and victimisation.
- Advance equality of opportunity between different groups.
- Foster good relations between different groups.

‘Specific duties’

This requires all public organisations, including schools to:

1. Publish information to show compliance with the Equality Duty.
2. Publish Equality objectives at least every 4 years, which are specific and Measurable.

This policy describes how the school is meeting these statutory duties and is in line with national guidance. It includes information about how the school is complying with the Public Sector Equality Duty and also provides guidance to staff and outside visitors about our approach to promoting equality.

How do we fulfil our ‘Public Sector Equality Duty’ at Cradley CE Primary School?

Cradley CE Primary School is an inclusive community where the uniqueness and individuality of every child is at the heart of our vision:

‘Believe, belong, be happy; every child, every chance, every day’

We focus on the well-being and progress of every child and all members of our community are of equal worth. We believe that the Equality Act provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people. It also ensures that we continue to tackle issues of disadvantage and underachievement of different groups.

Our approach to equality is based on the following core principles:

1. **Every child is special and 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 and whatever their sexual orientation.
2. **We recognize, respect and value difference and understand that diversity is a strength.** We take account of differences and strive to remove barriers and disadvantages which people may face,

in relation to disability, ethnicity, gender, religion, belief or faith and sexual orientation. We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

3. **We foster positive attitudes and relationships.** Through our school values and work on British values we actively promote positive attitudes and mutual respect between groups and communities different from each other.
4. **We foster a shared sense of belonging.** As one of our core values, we want all members of our school community to feel a sense of belonging within the school, the wider community and our global community. We aim for children to feel that they are respected and able to participate fully in school life.
5. **We observe good equalities practice for our staff.** We ensure that policies and procedures benefit all employees and potential employees in all aspects of their work, including in recruitment and promotion, and in continuing professional development
6. **We have the highest expectations of all our children.** We believe that all pupils can make at least good progress and ensure that they believe this too. We hard work to ensure that they achieve to their highest potential.
7. **We work to raise standards for all pupils, but especially for the most vulnerable.** We believe that improving the quality of education for the most vulnerable groups of pupils raises standards across the whole school.

We want all our children to:

- Experience a broad and balanced curriculum
- Develop lively enquiring minds and a love of learning
- Have high self esteem
- Work with independence
- Value and care for others
- Be successful
- Have their achievements celebrated
- Feel safe
- Become good national citizens and positive contributors to the international community
- Care for their environment
- Be self-disciplined, respectful and courteous to all.

We want all staff to:

- Continue raising our high standards of teaching and learning
- Develop professionally
- Feel valued and supported
- Be successful
- Have job satisfaction
- Enjoy a healthy work-life balance.

We want all parents to:

- Feel welcomed and included in the life of the school
- Work in genuine partnership with teachers
- Be well informed by clear communications.

We want governors to:

- Work as supportive and critical friends and challenging partners of the school
- Know the school and staff well

- Offer constructive advice
- Promote the school in the wider community.

We want the wider community to:

- Develop good relations with our school
- Broaden our horizons.

We aim to encourage a love of learning and thereby make every day a rewarding and happy experience for children and staff.

We aim to help children to:

- develop lively, enquiring minds with the ability to question and argue rationally and respectfully;
- acquire knowledge, skills and understanding;
- use language and numbers with confidence and enthusiasm;
- develop respect for religious and moral values and tolerance towards ways of life which differ from their own;
- have a deep understand the world in which they live and the interdependence of individuals, groups and nations;
- respect and care for other people and the environment;
- grow in aesthetic awareness and make best use of opportunities for their creativity and imagination;
- develop agility and physical co-ordination and the ability to express themselves through movement;
- develop habits of self-discipline, acceptable behaviour, courtesy and good manners.

We guide each child towards fulfilling their potential through the provision of high quality education and resources, encouragement and high expectation.

And by:

- developing self-esteem and fostering self-confidence
- providing a happy and safe environment in which he/she may work confidently
- ensuring progression through the setting of appropriate goals
- preparing him/her for future education and a fulfilling life.

What action do we take to eliminate unlawful discrimination, harassment and victimisation?

- We take account of equality issues in relation to admissions and exclusions; the way we provide education for our pupils and the way we provide access for pupils to facilities and services.
- We are aware of the 'Reasonable Adjustment' duty for disabled pupils – designed to enhance access and participation to the level of non-disabled pupils and stop disabled children being placed at a disadvantage compared to their non-disabled peers.
- Appointment panels give due regard to the 'reasonable adjustment' policy so that there is no discrimination when it comes to employment, promotion or training opportunities.
- We take seriously the need to consider the equality implications when we develop, adapt and review any policy or procedure and whenever we make significant decisions about the day to day life of the school.
- With 'respect' as one of our core values we actively promote equality and diversity through the curriculum and create an environment which ensures respect for all.
- Our admission arrangements are fair and transparent and we do not discriminate against pupils by treating them less favourably on the grounds of their sex, race, disability, religion or belief, sexual orientation, or gender.

How do we advance equality of opportunity between different groups?

- We know the needs of our school population very well and collect and analyse data in order to inform our planning and identify targets to achieve improvements.

- Through our induction procedures and home visit we are able to identify children who have a special educational need or disability.
- We collect data and monitor progress and outcomes of different groups of pupils and use this data to support school improvement. We take action to close any gaps, for example, for those making slow progress in acquiring age-appropriate Literacy and Numeracy skills.
- We use pupil premium funding to remove barriers for pupils in receipt of free school meals
- We avoid language that runs the risk of placing a ceiling on any pupils' achievement or that seeks to define their potential as learners, such as 'less able'.
- A range of teaching strategies are used to ensure that we meet the needs of all pupils.
- We provide support to pupils at risk of underachieving.
- We are aware of the potentially damaging impact of negative language in matters such as race, gender, disability and sexuality.
- We ensure equality of access for all pupils to a broad and balanced curriculum, removing barriers to participation where necessary.
- We have also implemented an Accessibility Plan designed to: increase the extent to which pupils with disability can participate in the curriculum; improve the physical environment and; improve the availability of accessible information to disabled pupils.
- We take positive and proportionate action to address the disadvantages faced by particular groups of pupils with particular protected characteristics, such as targeted support. The actions will be designed to meet the school's Equality Objectives.

How do we foster good relations between different groups?

- Our vision and values promote a whole school ethos and which challenges prejudice based discriminatory language, attitudes and behaviour.
- Our rich curriculum enhances the spiritual, moral, social and cultural development of our pupils and promotes British values.
- Our global link, now in its fifth year, provides real opportunities for children to learn first hand about another culture and to develop meaningful and equitable relationships,
- Children learn about diversity and the impact of stereotyping, prejudice and discrimination through RE, PSHE and across the curriculum.
- Teaching, materials and resources reflect the diversity of the school and local community in terms of race, gender and disability, avoiding stereotyping.
- We provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures.
- We include the contribution of different cultures to world history and that promote positive images of people.
- We provide opportunities for pupils to listen to a range of opinions and empathise with different experiences.
- We promote positive messages about equality and diversity through worship, displays, visitors, whole school focus weeks eg, RE week respecting and valuing differences between people
- preparing pupils for life in a diverse society by making school a place where everyone, taking account of race, colour, ethnic or national origin feels welcomed and valued
- promoting good relations between different racial, religious and cultural groups within the school and the wider community
- ensuring that our inclusive vision is lived daily
- acknowledging the existence of racism and taking steps to prevent it opposing all forms of racism, racial prejudice and racial harassment
- being proactive in tackling and eliminating unlawful discrimination.

Race Equality

The school is fully committed to meeting its obligations under the Equality Act 2010 by:

- ensuring that all pupils and staff are encouraged and able to achieve the best of which they are capable
- respecting and valuing differences between people
- preparing pupils for life in a diverse society by making the school a place where everyone, taking account of race, colour, ethnic or national origin, feels welcomed and valued

- promoting good relations between different racial, religious and cultural groups within the school and within the wider community
- ensuring that an inclusive ethos is established and maintained
- acknowledging the existence of racism and taking steps to prevent it
- opposing all forms of racism, racial prejudice and racial harassment
- being proactive in tackling and eliminating unlawful discrimination

Disability Equality

We aim to ensure that wherever possible disabled people have the same opportunities as non-disabled people in their access to education and to prevent any form of unlawful discrimination on the grounds of disability.

Appropriate measures are taken to ensure that statutory duties are met:

- not to treat disabled pupils and prospective pupils less favourably than other non-disabled pupils
- to take reasonable steps to avoid putting disabled pupils at a substantial disadvantage.

In addition, steps are taken to ensure that employees and those working with the school's authority:

- support the governing body in meeting their duties
- do not act in such a way that renders the governing body liable to a claim of discrimination.

Staff and those working with the authority of the school are made aware of the basic requirements of the Disability Discrimination Act and Disability Code of Practice for Schools. There are occasions where the treatment of disabled children will be different from non-disabled students. In such cases the school will be able to demonstrate that such treatment is justified. The reason for the different treatment will be both material to the circumstances of the particular case and substantial (e.g. health and safety reasons). The school will also demonstrate that all reasonable steps have been taken to avoid the disabled pupil being placed at a significant disadvantage. Careful consideration will be given to how participation can be best facilitated. A number of factors may be part of this consideration including:

- the need to maintain academic, musical, sporting and other standards
- the financial resources available
- the cost of taking a particular step
- the extent it is practicable to take a particular step
- health and safety requirements
- the interest of other pupils.

The consideration of these factors may lead to the adoption of certain reasonable adjustments rather than others. We recognise that the duty to make reasonable adjustments for disabled students is anticipatory. To meet this duty we will review policies, practices and procedures to ensure that we do not discriminate against disabled pupils.

Examples of the specific measures we will be taking include:

- ensuring providers of facilities for school trips, residentials and extra curricular activities can accommodate disabled pupils before making bookings in advance
- reviewing staffing arrangements to ensure that the school is in a position to administer medication if required in exceptional circumstances
- ensuring there are special arrangements in place for disabled pupils who are taking formal assessments tests
- ensuring our policies and procedures for bullying cover issues of disability
- working closely with parents and disabled pupils to identify potential barriers to participation and devising reasonable adjustments to overcome them
- ensuring that staff are briefed on the Disability Code of Practice for schools issued by the Disability Rights Commission.

We will also take reasonable steps to find out whether prospective or existing pupils have a disability.

This will include:

- creating an ethos and culture which is open and welcoming so that parents and pupils feel comfortable about sharing information about the disability
- providing continuing opportunities to share information (e.g. when seeking permission to go on a school trip)
- monitoring levels of participation, achievement and behaviour that may indicate a disability that has not been identified and referring the matter to accessing specialist agencies.

Our school believes that improving access to education and educational achievement by disabled pupils:

- ensures equality of opportunity
- encourages full participation in society
- improves the likelihood of independent living and economic self-sufficiency in the future.

We believe that disabled people should be valued for what they can do rather than labelled for what they cannot.

We improve the accessibility of the physical environment within the resources available in response to needs arising.

We identify and monitor the performance of different groups of pupils: boys/girls; minority ethnic groups; SEN; disabled pupils; "looked after" pupils; EAL; chronic medical conditions.

Assessment procedures take into account the SEND Code of Practice and Local Offer (2014); the needs of EAL pupils; the needs of minority ethnic pupils.

We have procedures for involving all parents/carers in their children's learning and we monitor this involvement and the outcomes.

We have procedures for involving all pupils in their own learning and we monitor this involvement and the outcomes.

Educational inclusion is an integral part of the school development programmes, continuous professional development and governors' meetings.

We deploy resources to pupils with SEND in excess of the expectations of the SEND Code of Practice.

Gender Equality

The School actively promotes equality of opportunity between males and females and endeavours to eliminate all unlawful sex discrimination and harassment. Conditions for learning (e.g. environment, teaching and learning, resources, social and emotional aspects of learning) provide equal access and opportunities to both boys and girls. Sexist language and behaviour is not tolerated from adults and children alike.

Other ways we address equality issues

- We keep minutes of meetings where equality issues are discussed, eg, Governors Meetings.
- We have a rolling programme for reviewing all of our school policies in relation to equalities and their impact on the progress, safety and well being of our pupils
- Review feedback and responses from the children and groups of children, from the School Council, PSHE lessons, whole school surveys on children's attitudes to self and school annually
- Analyse issues raised in Annual Reviews or reviews of progress on provision maps
- Ensure that we secure responses and feedback at Governing Body meetings.

Behaviour, Exclusions & Attendance

The school Policy on Behaviour takes full account of the new duties under the Equality Act.

We make reasonable, appropriate and flexible adjustment for pupils with a disability. We closely monitor data on exclusions and absence from school for evidence of overrepresentation of different groups and take action promptly to address concerns.

Addressing Prejudice & Prejudice Based Bullying

The school challenges all forms of prejudice and prejudice-based bullying, which stand in the way of fulfilling our commitment to inclusion and equality:

- Prejudices around disability and special educational needs
- Prejudices around race, religion or belief
- Prejudices around gender and sexual orientation.
- We treat all bullying incidents equally seriously.

Records of different prejudice-related incidents and provide a report to the Governors about the numbers, types and seriousness of prejudice-related incidents at our school and how we dealt with them.

Publishing Equality Objectives (see Equality Action Plan/ School Improvement Plan)

The objectives which we identify represent our school's priorities and are the outcome of a careful review of and analysis of data and other evidence. They also take into account national and local priorities and issues. We evaluate our success in meeting the Public Service Equality Duties by the extent to which we achieve improved outcomes for the different groups.

We produce an Equality Action Plan that shows how we will achieve our objectives.

Monitoring and Reviewing Objectives

We will review and update our equality objectives every two years and report annually to the governing body on progress towards achieving them. We involve and consult staff, pupils, governors and parents and carers.

We will publish an evaluation of the success in meeting these objectives for parents and carers, on the school website.

Roles and Responsibilities

We expect all members of the school community and visitors to support our commitment to promoting equalities and meeting the requirements of the Equality Act. We will provide training, guidance and information to enable them to do this.

Our Governors are responsible for:

- Making sure the school complies with all current equality legislation
- Making sure this policy and its procedures are followed.

The Head teacher is responsible for:

- Making sure the policy is readily available and that the governors, staff, pupils and their parents know about it
- Making sure its procedures are followed
- Producing regular information for staff and governors about the policy and how it is working, and providing training for them on the policy, if necessary
- Making sure all staff know their responsibilities and receive training and support in carrying these out
- Taking appropriate action in cases of harassment and discrimination.

All our staff are responsible for:

- Dealing with racist, sexist and homophobic incidents, and being able to recognise and tackle bias and stereotyping
- Promoting equality and good community relations and avoiding discrimination against anyone for reasons of race, colour, nationality, ethnic or national origins, gender, disability, religion or belief, sexual orientation or socio-economic circumstances
- Taking training and learning opportunities.

Responsibility for overseeing equality practices in the school is as follows:

- Coordinating and monitoring work on equality issues (Head teacher and Deputy Head teacher)
- Dealing with and monitoring reports of harassment, including racist and homophobic incidents (Head teacher and Deputy Head teacher)
- Monitoring the progress and attainment of our vulnerable groups of pupils (Deputy and SENCo)
- Monitoring exclusions (Head teacher and Deputy Head teacher).

Visitors

All visitors to the school, including parents and carers are expected to support our commitment to equalities and comply with the duties set out in this policy.

Equal Opportunities for Staff

- We are committed to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing and employment.
- All staff appointments and promotions are made on the basis of merit and ability and in compliance with the law.
- We are also concerned to ensure wherever possible that the staffing of the school reflects the diversity of our community.
- As an employer we strive to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce.
- We respect the religious beliefs and practice of all staff, pupils and parents, and comply with reasonable requests relating to religious observance and practice.
- 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.

Monitoring, reviewing, and assessing impact

This policy will be regularly monitored and reviewed by staff and governors to ensure that it is effective in tackling discrimination, promoting access and participation, equality and good relations between different groups, and that it does not disadvantage particular sections of the community.

Disseminating the Policy

This Equality Policy along with the Equality Objectives and data is available;

- on the school website
- as paper copies in the school office

We ensure that the whole school community knows about the policy, objectives and data through the school newsletter, assemblies, staff meetings and other communications.

We publish on the school's website copies of relevant policies and guidance, including those on behaviour, anti-bullying and special educational needs.

October 2015

Reviewed September 2018

Reviewed Autumn 2021

Reviewed October 2024 by Mrs C Warford