



Skidby Church of England Primary School

Equality Policy

Policy Statement

Our School Vision: A Christian school in a small community, making a big difference.

Thessalonians Chapter Five tells us; “*Encourage one another and build one another up*”

Our School Values

There are many Christian values, but our school vision is underpinned by our core values:

- developing **Respect** for all,
- creating **Resilience** in the face of new and challenging circumstances and
- taking **Responsibility** for our thoughts and actions.

Introduction

Skidby CE Primary School's Core Purpose is to build strong foundations for a lifelong love of learning. This means that we focus on the wellbeing and progress of every child and aim to create a conducive culture for this, where all members of our community; pupils, staff, visitors and families; are treated fairly and respectfully.

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 key principles:

- All learners are of equal value.
- We recognise, respect and value difference and understand that diversity is a strength.
- We can foster positive attitudes and relationships.
- We can foster a shared sense of cohesion and belonging.
- We observe good equalities practice for our staff (and potential staff).
- We recognise that, as a school, we can help remove barriers and disadvantages which people may face in relation to equalities.
- We have high expectations for all children.
- We work to improve provision and outcomes for all pupils, but especially the most vulnerable.

Purpose of this Document

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’s provisions related to pupils. 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

This requires all public organisations to:

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

‘Specific Duties’

In addition to the duty above, all public organisations are required to:

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

Planning Duty

Furthermore, the Equality Act includes a planning duty which requires that the school has an Accessibility Plan, intended to increase access to education for pupils with disabilities in three areas:

- Curriculum
- Physical Environment
- Information

This document 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.

Appendix 1 shows the school’s Equality Objectives for 2024 to 2027

Appendix 2 shows the school’s Accessibility Plan for 2024 to 2027

Links to other policies and documentation

Although this policy is the key document for information about our approach to equalities in line with the Public Sector Equality Duty, we ensure that information about our responsibilities under the Equality Act are also included on the school website. As policies are reviewed, there will now be references in the Behaviour, SEN and Anti-Bullying Policies, as well as minutes of meetings involving governors.

The Equality Act also applies to schools in their role as employers. All of those involved in recruitment and selection are trained and aware of what they should do to avoid discrimination and ensure equality good practice through the recruitment and selection process. Equality policy and practices are covered in staff inductions.

What we are doing to eliminate 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.
- The Head Teacher ensures that all appointment panels give due regard to this policy so that no one is discriminated against when it comes to employment, promotion or training opportunities.
- Where possible, we ensure that those who are affected by a policy or activity have a say in its shaping and implementation.
- 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.
- We actively promote equality and diversity through the curriculum and by creating an environment which champions respect for all.
- We adopt the ERYC admissions arrangements, which are fair and transparent and don't discriminate against pupils by treating them less favourably on the grounds of their sex, race, disability, religion or belief, sexual orientation or gender.
- We adopt local authority staff grievance, bullying and harassment policies and procedures.

Behaviour, exclusions and attendance

The school policy on behaviour takes full account of the 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 over-representation of different groups and take action promptly to address concerns.

Addressing prejudice and 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. These include:

- 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. We keep a record 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.

How we advance opportunity across 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.
- We have procedures, working in partnership with parents and carers, to identify children who have a disability through our pupil induction procedures.
- 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 maths and English skills, or those with poor levels of attendance.



- We avoid language that runs the risk of placing a ceiling on any pupils' achievement or that seeks to define their potential as learners.
- We use a range of teaching strategies that ensures we meet the needs of all pupils.
- We provide support to pupils at risk of underachieving.
- We are alert and proactive about the potentially damaging impact of negative language relating to 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 an Accessibility Plan (see Appendix 2). This is 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. This plan is reviewed and updated every 3 years. Progress towards fulfilling the plan is reviewed annually.

Positive action

We will take positive and proportionate action to address the disadvantages faced by particular groups of pupils with particular protected characteristics, using tools such as targeted support. The actions will be designed to meet the school's Equality Objectives.

What we are doing to foster good relations

- We prepare our pupils for life in a diverse society and ensure that there are activities across the curriculum that promote the spiritual, moral, social and culture development of our pupils.
- We teach about difference, diversity and respecting the rights of others through PSHE and across the curriculum.
- We use materials and resources which reflect the diversity of the school population and local community in terms of race, gender and disability, avoiding stereotyping.
- We promote a whole school ethos and values that challenge prejudice-based discrimination.
- 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 promote positive images of people from diverse backgrounds.
- 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 displays, assemblies, visitors and whole school events.

Other ways we address equality issues

- We have a rolling programme for reviewing all of our school policies, and equalities are considered as part of the review process.
- We keep minutes of meetings where equalities are discussed, e.g. governor minutes.
- In order to ensure that the work we are doing on equalities meets the needs of the whole school community we:
 - o Analyse responses from staff surveys and review feedback and responses from children, including schoolwide surveys on children's attitude to self and school. We



Analyse issues raised in Annual Reviews or reviews of progress. We ensure that we secure responses and feedback at governing body meetings.

Publishing Equality Objectives

The objectives which we identify represent our school's priorities and are the outcome of a careful review of the available information about our pupils. They also take into account national and local priorities and issues where appropriate. 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 Equalities Action Plan (Appendix 1) that show how we will achieve our objectives.

Monitoring and Reviewing Objectives

We will review and update our equality objectives every three years and review annually the progress towards achieving them. We will involve and consult staff, pupils, governors and parents / carers as part of this review process.

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 as necessary to enable them to do this.

Governing Body

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. A committee member of the governing body has a watching brief regarding the implementation of this policy. Every governing body committee keeps aspects of the school's commitment to the Equality Duty under review, for example, in terms of standards, curriculum, admissions, exclusions and premises development.

Head Teacher

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 as required; and for taking appropriate action in any cases of unlawful discrimination.

Teaching and Support Staff

All teaching and support staff will:

- promote an inclusive and collaborative ethos in their classroom;
- challenge prejudice and discrimination;
- deal fairly and professionally with any prejudice-related incidents that may occur;
- plan and deliver curricular and lessons that reflect the school's principles, for example, in providing materials that give positive images in terms of race, gender and disability;
- maintain the highest expectations of success for all pupils;
- support different groups of pupils in their class through differentiated planning and teaching, especially those who may (sometimes temporarily) find aspects of academic learning difficult;
- keep up-to-date with equalities legislation relevant to their work.

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

This section deals with aspects of equal opportunities relating to 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 and Reviewing the Policy

We review the information about equalities in the policy annually and make adjustments as appropriate. Our review process will involve pupils, staff, governors and parents and carers.

Disseminating the Policy

This Equality Policy along with the Equality Objectives and Accessibility Plan is available:

- On the school website
- As paper copies from the school office upon request

Appendix I: Equalities Action Plan 2024-2027



Aspect of the duty	Action	Action by	Monitored by	By term	Review Autumn Term I 2024
Monitor achievement, standards and attendance based on gender, ethnicity, disability, take action where necessary in order to secure good progress for all learners.	<p>Use cohort analysis to identify issues.</p> <p>Develop strategies for tackling issues.</p> <p>Prioritise in SIDP and Performance Development</p> <p>Termly data sheet produced which governors monitor.</p>	<p>Whole School</p> <p>Head Teacher</p>	<p>Quality & Standards Committee</p>	<p>Annually</p>	
Monitor access to curriculum with regard to gender / SEN / ethnic minorities	<p>Look at available data and identify anomalies. If none are identified, continue to monitor. Develop strategies for tackling issues as necessary. Implement strategies.</p>	<p>Whole School</p> <p>Head Teacher</p>	<p>Quality & Standards Committee</p>	<p>Annually</p>	
Monitor issues involving bullying and identify any correlation between bullying and SEN / gender / race.	<p>Develop strategies to deal with any issues arising.</p> <p>AntiBullying Week.</p>	<p>Head Teacher</p> <p>Assistant Heads</p> <p>Pastoral Team</p> <p>Staff Members</p>	<p>Head Teacher and Assistant Head Teacher (Pastoral)</p>	<p>Termly</p>	
Promote positive role models who exemplify a range of protected characteristics and ensure that such role models are part of ongoing displays	<p>Review displays / resources (ongoing)</p>	<p>Staff members</p>	<p>Leadership Team</p>	<p>Ongoing review or resources</p>	
Ensure all staff understand their responsibilities under the Equality Act and are given relevant training and support	<p>Organise relevant training for all staff (Sept 2024).</p> <p>Ensure policy is shared with all.</p>	<p>Head Teacher</p>	<p>Quality & Standards Committee</p>	<p>Autumn term 2024 and then biannually</p>	
Review other policies in light of Equalities Policy to ensure consistency and correlation	<p>Governors and staff to review policies and amend as necessary, in keeping with review cycle</p>	<p>Governors</p> <p>Head Teacher</p>	<p>Quality & Standards Committee</p> <p>Head Teacher</p>	<p>Ongoing</p>	



Promote equality of opportunity	Ensure reference made to Equality Duty on websites	Head Teacher	Governing Board.	Annually	
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Action	Action by	Monitored by	By term	Review Autumn 1, 2027
Increase access to the curriculum by:				
Training staff as appropriate in PECS, in order to meet pupil needs.	SENDCos	SEN Governor	September 2024	
Embedding use of resources to improve children's Speech and Language development	School Communications Champion	T&L Committee	September 2024	
Increase access to written material by:				
Ensuring that all children have access to visual resources to maximise their learning, including dyslexia friendly resources where required.	SENDCos	SEN Governor	Ongoing	
Ensuring that children with visual impairments are provided with aids as recommended by external professionals.	SENDCos	SEN Governor	Ongoing	