



## EQUALITY POLICY

### **Aims**

Eden Primary School aims for the highest achievement for all, providing a welcoming, imaginative and creative environment which enriches the lives of all involved, where people are valued and make positive contributions to the school and community, and where pupils go on to become responsible, independent members of society. We aim to make sure that no-one experiences harassment, less favourable treatment or discrimination because of their age; any disability they may have; their ethnicity, colour or national origin; their gender; their gender identity or reassignment; their marital or civil partnership status; being pregnant or having recently had a baby; their religion or beliefs; their sexual identity and orientation.

### **PRINCIPLES**

All members of the Eden Primary School community have responsibility to seek to ensure that the school is free from discrimination of any kind. Issues of equality should be part of the education of all learners. In this way we can work towards mutual respect and understanding in an increasingly interdependent world. Our Equality Policy is designed to help us positively promote each other's individual rights and our responsibilities towards others. This policy reflects the Single Equality Act 2010 which harmonises and replaces previous legislation including the Race Relations Act 1976, Disability Discrimination Act 1995, Gender Recognition Act 2004 and Sex Discrimination Act 1975. This policy therefore supersedes all previous school policies on Disability, Ethnicity (ie Race) and Gender.

The Single 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.

### **OBJECTIVES**

- To ensure that all learners have equal access to a rich, broad, balanced and relevant curriculum.
- To advance equality of opportunity in all areas of school life by ensuring that teaching, learning and the curriculum promote equality, celebrate diversity and promote community cohesion by fostering good relations.
- To eliminate any discrimination, harassment and victimisation.
- To ensure that no-one is unfairly or illegally disadvantaged as a consequence of their age, disability, gender, gender identity, sexual orientation, colour, race, ethnic or national origin, disability or religious beliefs.
- To recognise and celebrate diversity within our community whilst promoting community cohesion.

- To ensure that this policy is applied to all we do
- To ensure all school policies are constructed with regard to the issues of Equality
- To ensure that pupils and parents are fully involved in the provision made by the school.
- To ensure that within the school budget, adequate funding is provided to underpin this policy and that and that intervention, positive and preventative action is funded where necessary.

## **STRATEGIES**

- Monitoring, evaluation and review carried out by the Leadership Team will ensure that procedures and practices within the school reflect the objectives of this policy.
- Parents and governors will be involved and consulted about the provision being offered by the school.
- Teachers will ensure that the teaching and learning takes account of this policy.
- The diversity within our school and the wider community will be viewed positively by all.
- Diversity will be recognised as a positive, rich resource for teaching, learning and the curriculum.
- Professional development opportunities will be provided for staff to provide them with the knowledge, skills and understanding they need to meet the requirements of this policy.
- Contributions will be sought from parents and others to enrich teaching, learning and the curriculum.
- The positive achievements of all pupils will be celebrated and recognised.

## **OUTCOMES**

- This policy will play an important part in the educational development of individual pupils.
- It will ensure that all pupils are treated equally and as favourably as others.
- The school will make all reasonable adjustments to promote equal opportunity and equal treatment of all members of the school community.
- We are committed to meeting the individual needs of each child and will take full account of their age, disability, gender, gender-identity, race, religion or belief and sexual orientation in accordance with the requirements of The Single Equality Act 2010 6.

## **Ethos of the school**

- We strive to achieve a cohesive community and expect that children respect one another and behave with respect to one another, and that their parents feel fully engaged in the school.
- We aim to enhance a wider sense of community locally, as well as in the context of the UK and the world communities.

- We support 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. Through our policies and actions we undertake to ensure that every child and young person is healthy, safe, is able to enjoy and achieve in their learning experience, and is able to contribute to the wider community.
- Visitors and those who telephone or write to the school will be made to feel welcome
- Positive links with the community are encouraged
- Displays around the school will reflect positive images and the diversity of the community
- Rules, rewards and sanctions are applied equally to all students
- Appropriate attitudes, language and behaviour are actively promoted and procedures for dealing promptly with incidents of bullying, sexual, racial and disability discrimination are in place
- School publications will be produced with regard to the policy
- Planned opportunities for students to develop an understanding of the rights and responsibilities of individuals will be included in the curriculum
- Resources should be free from bias wherever possible and regularly reviewed to ensure that they are appropriate and effective

#### **Staffing (see relevant staffing policies)**

- Recruitment policy and procedures embody the principles of equality.
- The performance management process reflects the principles of Equality.

#### **Monitoring and Review**

- A log of all reported breaches of the Equality Policy is kept: for example, racist, sexist and homophobic incidents are logged by the Headteacher and will always be followed up rigorously with actions that usually go beyond the individual, such as whole class teaching around the incident and the principles at hand.
- Breaches of the Equality Policy should be reported using the Incidents Log and these will be treated as disciplinary issues
- The policy will be reviewed every two years to make sure that all protected characteristics are appropriately covered and to set out clearly the position regarding claims based on association and perception
- The Governing Body will monitor the operation of this policy

#### **Other Policies**

All school policies should be constructed with regard to the issues of Equality.

## **Equality Objectives**

- The Equality Act 2010 requires schools to publish specific and measurable equality objectives. Our equality objectives are based on our analysis of data and other evidence.
- Our equality objectives focus on those areas where we have agreed to take action to improve equality and tackle disadvantages.
- We will regularly review the progress we are making to meet our equality objectives.

## **Equality Objectives 2017 – 2021**

- To identify opportunities in the curriculum to look at worldwide cultures/countries, study famous people from ethnic minorities and with a variety of abilities and to celebrate diversity.
- To develop links with groups or organisations from other faiths, cultures and backgrounds within our local community
- To ensure progress for all groups of children.

Date Created: 10 July 2017

Date Ratified: 25 September 2017

Date to be Reviewed: July 2019

Date Ratified after next review: