

Graveley Primary School **A Church of England (VC) School**



Equality Policy

Date of policy	Summer Term 2022
Date ratified by the Governing Board	13/7/2022
Date of next review	Autumn term 2024

Aims

The aim of this document is to outline how Graveley Primary School is committed to ensuring that every member of the school community is regarded as being of equal worth and importance, irrespective of culture, race, gender, learning abilities, sensory or physical impairment/disabilities, social class or lifestyle. Graveley Primary School recognises differences and is committed to meeting individual needs and taking positive action, so that everyone has equal access to the educational opportunities offered by the school.

This policy will:

- Ensure all learners are valued equally and have access to a full curriculum with opportunities to fully participate in the life of the school.
- Embed positive attitudes and relationships and a shared sense of cohesion and belonging.
- Ensure that diversity within individuals and groups is recognised and respected.
- Develop good equality practice in staff recruitment and development.
- Work to reduce and remove inequalities and barriers that already exist.

Graveley Primary School aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

Our vision of 'With God, everything is possible,' underpins every part of our school life and ensures that we allow all of our pupils to have a successful journey through school which supports them in building a better tomorrow for themselves and others. Our school values also encourage the staff and pupils to have an understanding of equality and inclusion. These are Harmony, Fellowship and Creativity. Each half term, the children focus on a value and learn its true meaning alongside what it looks like for them and how they can show it in their everyday school life. Graveley Primary School is also committed to ensuring staff are aware of equality issues with reference to the Equality Act 2010.

Legislation and Guidance

This document meets the requirements of the Equality Act 2010 and the Department for Education (DfE) guidance for schools on the Equality Act 2010. The Equality Act 2010 replaced all previous equality legislation such as the Race Relations Act, Disability Discrimination Act and Sex Discrimination Act. The Equality Act 2010 provides a single, consolidated source of discrimination law, covering all the types of discrimination that are unlawful. The 2010 Single Equality Act places a duty on governing bodies to publish information to show how their school complies with the Equality Duty. Based upon the above legislation, this Equality Policy identifies seven principles in which equal opportunity for all and the removal of barriers to learning and progress based upon gender, race or disability are recurring themes. It is unlawful for a school to discriminate against a pupil, prospective pupil or member of staff by treating them less favourably because of their sex, race, disability, religion or belief, sexual orientation, gender reassignment and pregnancy or maternity.

Regarding gender equality, we will actively seek to:

- Eliminate unlawful discrimination and harassment
- Promote equality of opportunity between men and women.

Regarding sexual orientation, we will actively seek to:

- Promote equality of opportunity regardless of sexual orientation.
- Recognise our equality duties as essential to reflect international human rights standards as expressed in the United Nations Convention on the Rights of the Child, the UN on the Rights of people with Disability, and the Human Rights Act 1998.

The School context (as at July 2022)

Gender

Group	Boys/Male	Girls/Female
Reception	7	6
Year 1	6	7
Year 2	5	12
Year 3	6	7
Year 4	4	6
Year 5	4	10
Year 6	7	4
Teaching staff	0	7
Support staff	0	10
Other staff	1	2

At Graveley, we monitor the progress of all groups of children, including boys and girls, and amend our planning, intervention and curriculum contexts to address their needs and interests. All staff, through Performance Management and subject leader meetings, have the opportunity to discuss their personal and professional aspirations. Wherever possible, our school supports staff in determining and continuing their own professional development. Through the staff handbook, staff are aware of reporting procedures should there be concerns about discrimination against themselves and others.

Race

The school proactively meets its three statutory responsibilities to:

- Promote equality of opportunity in employment and through the delivery of education,
- Tackle racial discrimination,
- Promote good relations between communities.

The school promotes good relationships between different racial groups through an anti-racist curriculum and ethos by,

- Exploring children's own cultural heritage
- Developing partnerships with other local schools
- Building on partnerships already in place with school communities from other countries
- Examining issues around commonality and interdependence through curriculum areas.
- Making use of a wide range of resources to deliver the curriculum.

School has procedures in place for reporting racial incidents, which are followed up with children and parents. Parents are responsible for supporting the school's equality policies. Where appropriate the school also addresses issues around racism through the curriculum.

Disability and special educational needs

In addition to our generic admission arrangements, as a school, we take into account the specific needs of individuals including those with a disability.

- Pupils with disabilities will have equal access to appropriate learning opportunities, which take into account individual needs and disabilities.
- As a school, we will facilitate access to specialist support services when appropriate and necessary.
- Presently we have one disabled toilet. Areas of the school have been adapted for wheelchair access.
- Further advice on additional provision will be sought when necessary.
- Please see the Accessibility Plan and Special Educational Needs and Disability policy for more information.

Our pupils identified as having special educational needs are monitored by class teachers and the Special Educational Needs Coordinator (SENCO) to ensure the school environment and curriculum is adapted to meet their needs and break down any barriers to learning. Their progress and attainment is monitored termly and any issues are addressed promptly. The Assess, Plan, Do, Review (APDR) cycle allows teachers and the SENCO to monitor progress in regards to the child's additional needs and show where adaptations need to be made. Please see the SEND policy for more information.

British Values

At Graveley Primary, we agree with the Department for Education's five-part definition of British Values:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect
- Tolerance of those of different faiths and beliefs

These are taught through our curriculum, including PSHE. We believe it is important that pupils are taught about their country and culture and how to be good citizens in the future. These are reflected in our school values of Harmony, Fellowship and Creativity.

Equality Objectives

The Public Sector Equality Duty requires our school to publish information about Equalities. The Equality Act 2010 clearly states that the following groups must be considered. People identified in the following groups are considered to have a protected characteristic.

Protected Characteristics – school must take into account when publishing information:

- Disability
- Sex (gender)
- Race (ethnicity)
- Pregnancy and Maternity
- Religion and Belief
- Sexual Orientation
- Transgender

There are also 2 other protected characteristics that schools do not have a direct duty:

- Age
- Marriage and Civil Partnership

General Duties

Graveley Primary School is committed to meeting its public sector duties and acknowledges that we have a statutory duty to:

- Eliminate unlawful discrimination, harassment and victimisation.
- Promote equality of access and opportunity within our school and within our wider community.
- Promote positive attitudes to difference and good relationships between people with different backgrounds, genders, cultures, faiths, abilities and ethnic origins.

Specific Duties

The school has a duty to publish information. Much of the information and analysis will relate to the school improvement plan, evaluations and pupil data – we intend to use the information to improve education for all groups in the school. At our school, we aim to be an inclusive school and provide equal opportunities throughout all aspects of our work and activities. We are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers, irrespective of race, gender, disability, belief, religion or socio-economic background. In order to further support pupils, raise standards and ensure inclusive teaching, we have set ourselves the following objectives:

Objective	Actions	Outcome
<p>Address social disadvantage through curriculum design and delivery that meets the needs of ALL learners, to give them the knowledge and skills that they need in order to take advantage of opportunities, responsibilities and experiences of later life.</p>	<p>Ensure that the revised curriculum prioritises missed content that will allow all pupils to make sense of later work.</p> <p>Improving the outcomes for disadvantaged pupils embedded in the school development plan.</p> <p>Review and build on evidence-base teaching, interventions and wider approaches already in place.</p> <p>Monitor and analyse pupil achievement by pupil groups - race, gender, disability, disadvantaged groups and act on any trends or patterns in the data that highlight additional support for pupils – ensuring that any adaptations/interventions are needs led.</p>	
<p>Ensuring the school’s vision of ‘With God, all things are possible’ is at the heart of our activities and that the curriculum reflects our ethos which recognises inclusivity as a strength of the school</p>	<p>Continue to ensure that positive messages and actions about inclusion, equity, equality, and diversity are part of our daily practice.</p> <p>Deliver programme of collective worship, bi-annually, focussing on disability and special educational needs to develop understanding and inclusion.</p>	

<p>Ensure that the curriculum (national and wider) is diverse so that that all children feel included in school life and are being prepared for life in 21st Century Britain</p>	<p>Ensure that images, posters and displays across school are diverse and celebrate how we are all different.</p> <p>Seek out materials/resources that reflect the diversity of our school and local community without stereotyping.</p> <p>Continue library refurbishment (and classroom bookshelves)— central to the selection of high quality books that support the delivery of a diverse and equitable curriculum and promote a love of reading.</p> <p>Continue to ensure that positive messages and actions about inclusion, equity, equality, and diversity are part of our daily practice.</p>	
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Monitoring arrangements

This document will be reviewed every 3 years but may be reviewed and updated more frequently if necessary. It will be approved by the governing board and headteacher.