



INTRODUCTION

This Equality Policy sets out how St Stephen's C of E Primary School and Children's Centre intends to meet the requirements of the Equality Act 2010. Under the Equality Act 2010 the school and children's centre has a general duty to give due regard to:

- Eliminating discrimination, harassment and victimisation,
- Advancing equality, continuing to achieve improved outcomes for staff, pupils and others who share certain 'protected characteristics'. These 'protected characteristics' are: disability, race, gender (including gender reassignment), sexual orientation, religion or belief, and, for workforce issues, age, marital status, pregnancy and maternity.
- Fostering good relations between groups of people with different 'protected characteristics'.

The aim of the Equality Act is to ensure equality is central to the way that public bodies, such as schools, work, including in their policy making, procedures, practices, service delivery, teaching and employment practice. The duty applies to all of the school's and children's centre functions. It also applies to those who use the services of the school or centre, such as the school or centre premises.

OUR VISION FOR EQUALITY:

Under the Equality Act 2010, we have a duty to eliminate discrimination, to advance equality of opportunity and to foster good relations between everyone who attends and works in our school and children's centre. We embrace these principles and we aim to develop a culture of inclusion and diversity in which all those connected to St Stephen's C of E Primary School and Children's Centre feel proud of their identity and are able to participate fully in our school life. We welcome the opportunity to publish information about our efforts to comply with our duties under this act and to share our objectives.

St Stephen's C of E Primary School and Children's Centre is an inclusive school where we focus on the well-being and progress of every child and where 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 groups of people with

different protected characteristics. It also ensures that we continue to tackle issues of disadvantage and underachievement of different groups.

OUR APPROACH

Our approach to equality is based on the following 7 key principles:

1. All of our learners and users are 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 recognise, respect and value differences 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 in and visit our school or centre.
3. We strive to foster positive attitudes and relationships. We actively promote positive attitudes and mutual respect between groups and communities different from each other.
4. In addition, we are proud to foster a shared sense of cohesion and belonging. We want all members of our school and centre community to feel a sense of belonging within the school, centre and wider community and to feel that they are respected and able to participate fully in school and centre life.
5. St Stephen's C of E Primary School and Children's Centre observes good equalities practice for our staff. We ensure that policies and procedures benefit all employees at all levels and potential employees in all aspects of their work, including recruitment and promotion, and in continuing professional development.
6. We have high expectations of all our children. We expect that all pupils and users can make good progress and achieve to their highest potential.
7. We work to raise standards for all pupils and users, 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 of our school and centre.

ELIMINATING DISCRIMINATION, HARASSMENT AND VICTIMISATION

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 all their learning opportunities.
- are aware of, and give proper regard to, the Reasonable Adjustment duty for disabled pupils – designed to enhance access and participation to the level of non-disabled pupils and to stop disabled children being placed at a disadvantage compared to their non-disabled peers. We recognise that in some instances that may extend to providing additional auxiliary aids and services.
- ensure that all appointment panels give due regard to this Equality Policy so that no one is discriminated against when it comes to employment, promotion or training opportunities.
- ensure that those who are affected by a policy or activity are consulted and involved in the design of new policies and in the review of existing ones.
- 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 or centre. We make a record of each specific equality consideration and this is available for review if required.
- actively promote equality and diversity through our curriculum and by creating an environment which demands respect for all.

ADVANCING EQUALITY OF OPPORTUNITY BETWEEN DIFFERENT GROUPS

To advance equality of opportunity between different groups, we collect data and monitor progress and evaluate outcomes of different groups of pupils and use this data to support school improvement. We take action to close any gaps, for example, intervention groups for writing and number facts.

We collect, analyse and publish data: on the school population by gender and ethnicity; on the percentage of pupils identified as having a special educational need and/or disability; by year group – in terms of ethnicity, gender and proficiency in English; on inequalities of outcome and participation, related to ethnicity, gender, special education needs, disability and proficiency in English.

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 already exist between, for example:

- disabled and non-disabled people

- girls and boys
- people of different ethnic, cultural and religious backgrounds.

FOSTERING GOOD RELATIONS BETWEEN DIFFERENT GROUPS

To foster good relations between different groups, we take every available opportunity to ensure our children learn about establishing good relationships with different groups of people. For example, we use the following:

- Integrated curriculum, for example, for literacy we use the Power of Reading literacy scheme where books are from a number of different cultures
- Collective worship themes, incl. acknowledgement of other faiths
- Black and International History Week
- Anti-bullying Week
- Circle times discussing disability
- Developing Global Classroom links with schools in other countries
- Supporting a range of charities

POSITIVE ACTION:

We will take positive and proportionate action to address the disadvantages faced by particular groups of pupils. Please see the Action Plan in Appendix 1.

BEHAVIOUR, EXCLUSIONS AND ATTENDANCE:

Our school Behaviour Policy 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 any exclusions or absence from school for evidence of over-representation of different groups and take action promptly to address concerns.

MONITORING AND REVIEWING OBJECTIVES:

We will review and update our equality action plan annually.

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

DEVELOPMENT OF THE POLICY:

When developing the policy we took account of the DfE guidance on the Equality Act 2010.

We note that OFSTED has a statutory duty to report on the outcomes and provision for pupils who are disabled and those who have special educational needs.

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.

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.

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, EAL, Inclusion and the special educational needs information report.

Agreed by Governors
(Chair Signature):

Policy Due for Review:
