

Standens Barn Primary School

Equality Information and Objectives Policy



Date of policy: September 2022

Review date: September 2025

This policy reflects the 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.

The policy therefore supersedes all previous academy policies on Disability, Ethnicity (i.e., Race) and Gender.

Through this policy, Standens Barn Primary School will fulfil its public duty to have due regard to the need to eliminate unlawful discrimination, advance equality of opportunity, and foster good relations in connection with disability, ethnicity, gender, religion, sexual identity, and where appropriate, age (applicable to employees only).

The guiding principles in this policy refer to all individuals and therefore are equally applicable to pupils, staff and governors in addition to any visitors to Standens Barn Primary School.

Legal framework

Duties as identified in the Equality Act 2010 and its Schedules. There are nine equality strands known as Protected Characteristics:

- disability;
- ethnicity (including Gypsy and Traveller groups);
- gender;
- gender identity and transgender;
- faith, religion and belief;
- marriage and civil partnership;
- sexual orientation (homophobia);
- pregnancy and maternity;
- age.

Each relates to direct discrimination, discrimination by association, discrimination by perception, indirect discrimination; harassment and victimisation. Standens Barn Primary School will seek to achieve positive action in respect of the Act.

Standens Barn Primary School is mindful of the Public Sector Equality Duty which came into force on 5 April 2011, and will publish relevant information on the academy's website: (i) Equality Information by 31 December 2011 (for academies with more than 150 employees) (ii) our Equality Objectives from 6 April 2012 and to monitor, and report upon these annually.

Inclusion Statement & Good Practice:

Standens Barn Primary is a fully inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. This means that equality of opportunity must be a reality for our children. We make this a reality through the attention that we pay to the different groups of children within our school:

- ♣ girls and boys;
- ♣ disadvantaged pupils (Free School Meals and Ever6);
- ♣ minority ethnic and faith groups;
- ♣ children who need support to learn English as an additional language;
- ♣ children with special educational needs;
- ♣ children with disabilities or medical needs;
- ♣ gifted and talented children;
- ♣ children who are at risk of disaffection or exclusion;
- ♣ travellers;

♣ asylum seekers

We are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced but ambitious curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our children matter.

This policy helps to ensure that this school promotes the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background.

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. We maintain the practice of logging racist incidents and reporting them to the LA. We monitor and log incidents that discriminate against children and young people or adults in our academy with protected characteristics, e.g., homophobic bullying. We also monitor and log bullying incidents directed towards those with special educational needs.

Guiding principles

In fulfilling the legal obligations and establishing and embedding our school ethos, we are guided by 9 principles:

Principle 1: All learners are of equal value

We see all learners and potential learners, and their parents and carers, as of equal value:

- whether or not they are disabled,
- whatever their ethnicity, culture, religious affiliation, national origin or national status,
- whatever their gender or gender identity,
- whatever their sexual identity.

Principle 2: We recognise and respect difference

Treating people equally (Principle 1 above) does not necessarily involve treating them all the same. Policies, procedures and activities must not discriminate but must nevertheless take account of

differences of life-experience, outlook and background, and in the kinds of barrier and disadvantage which people may face, in relation to:

- disability, so that reasonable adjustments are made;
- ethnicity, so that different cultural backgrounds and experiences of prejudice are recognised;
- gender, so that the different needs and experiences of girls and boys, women and men are recognised;
- sexual identity.

Principle 3: We foster positive attitudes and relationships and a shared sense of cohesion and belonging

Policies, procedure and activities promote:

- positive attitudes and actions towards disabled people, good relations between disabled and non-disabled people, and an absence of harassment of disabled people;
- positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, religious affiliation, national origin or national status, and an absence of prejudice related bullying and incidents;
- mutual respect and good relations between boys and girls, women and men and an absence of sexual and homophobic harassment.

Principle 4: We observe good equalities practice in staff recruitment, retention and development

Policies and procedures benefit all employees and potential employees, for example in recruitment and promotion and in continuing professional development:

- whether or not they are disabled;
- whatever their ethnicity, culture, religious affiliation, national origin or national status;
- whatever their gender and sexual identity and with full respect for legal rights relating to pregnancy and maternity.

Principle 5: We aim to reduce and remove inequalities and barriers that already exist

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:

- disabled and non-disabled;
- people of different ethnic, cultural and religious backgrounds;
- girls and boys, women and men;
- homosexual people as well as heterosexual.

Principle 6: We consult and involve widely

People affected by a policy or activity should be consulted and involved in the design of new policies and in the review of existing ones. Consultation involves:

- disabled and non-disabled;
- people of different ethnic, cultural and religious backgrounds;
- girls and boys, women and men;
- homosexual people as well as heterosexual.

Principle 7: We address prejudice and prejudice related bullying

We oppose all forms of prejudice which stand in the way of fulfilling the legal duties listed above:

- prejudices around disability and special educational needs;
- prejudices around racism and xenophobia, including those that are directed against religious groups and communities, for example anti-Semitism and Islamophobia, and those that are directed against Travellers, migrants, refugees and people seeking asylum;
- prejudice reflecting sexism or homophobia.

Principle 8: Society as a whole should benefit

Policies and activities should benefit society as a whole, both locally and nationally, by fostering greater social cohesion and greater participation in public life of:

- disabled and non-disabled;
- people of different ethnic, cultural and religious backgrounds;
- girls and boys, women and men;
- homosexual people as well as heterosexual.

Principle 9: Objectives

Each year we formulate and publish specific and measurable equality objectives, based on the evidence we have collected and published, in relation to:

- disability;
- ethnicity, religion and culture;
- gender.

Arrangements, Roles and Responsibilities

The equality objectives for Standens Barn Primary School will be set out formally and are referenced in the School Development Plan, where applicable, and below. They will be reviewed annually, and refreshed on a four year cycle. The Trust equality employment information will be monitored and reported to the Governing Body on an annual basis.

Standens Barn Primary School will undertake Equality Impact Assessment (Equality Analysis) exercises when renewing or reviewing policy or practice to ensure full compliance with the Equality Act 2011.

Curriculum

Curriculum information will also be evaluated by looking specifically at equality groups in addition to the standard analysis and adjusted as appropriate to ensure that equality groups are supported positively. All other data relating to whole school monitoring will encompass scrutiny of equality information so that groups are supported positively. When it is reviewed, each curriculum subject or area will ensure that teaching and learning will reflect our Guiding Principles as set out above.

All staff and Governors have access to training and a selection of resources which discuss and explain the concepts of equality, diversity and community cohesion. We value the opportunity to take a holistic approach in fulfilling our Equality Duties. All staff and Governors will exercise their

Safeguarding responsibilities in relation to equality matters and ensure that any bullying or challenging of Human Rights is addressed immediately.

Standens Barn Primary School is opposed to all forms of prejudice that could act as a barrier to achieving our legal duties and a cohesive community. These include:

- disability;
- special educational needs;
- racism and xenophobia;
- gender and transgender;
- religious groups and communities;
- Travellers, migrants, refugees and people seeking asylum;
- sexism and homophobia.

Equality Objectives

1. Provide a wide variety of multi-cultural experiences to enable pupils to develop a good awareness of the richness and diversity of other cultural traditions.
2. Ensure that school promotes role models that young people positively identify with, reflecting the school's diversity in terms of race, gender and disability.
3. Ensure all members of staff are aware of their duties under the Public Sector Equality Duty.
4. Ensure good achievement of all groups across the academy by narrowing gaps and ensuring expected progress by tracking previous key stage attainment.
5. Eliminate discrimination and other conduct prohibited by the Equality Act