

# **GAINFORD C of E PRIMARY SCHOOL AND PRE-SCHOOL**

Together we love, learn and flourish



## **Equality Policy Information and Objectives**

<b>Date Adopted by Governing Body</b>	<b>14<sup>th</sup> February 2022</b>
<b>Review Period</b>	<b>Every 4 years</b>
<b>Review Date</b>	<b>February 2026</b>

## **Ethos/Values**

Gainford C of E Primary School and Pre-School is a semi-rural school in the village of Gainford, lying between Darlington and Barnard Castle and at the centre of our local community. We offer a fantastic education based around achievement and success in a nurturing, holistic environment.

Here education is about more than just academic achievement; it is about developing young people who can flourish in all areas of their lives developing the intellectual, spiritual, moral and physical attributes, becoming proud and respectful members of our community. Our deeply Christian ethos, values and vision statement 'Together we love, learn and flourish' are central to the experiences our children have each and every day.

We value all of God's children and promote the rights of all pupils as expressed in the UN Convention on the Rights of the Child.

## **Introduction**

The Equality Act 2010 was introduced fully in April 2011 and there is no longer a requirement that schools should draw up and publish equality schemes or policies. However, it is still good practice for a school to make a statement about the principles according to which it assesses the impact on equality of its policies and practices, and according to which it establishes specific objectives.

We must under the general duty of public sector equality duty, in the exercise of our functions, have due regard to the need to:

- Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited under the Act.
- Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it.
- Foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

This will apply to all pupils, staff and others using the facilities. We will give relevant proportionate consideration to the public sector equality duty.

The protected characteristics for the school's provisions are:

- Disability
- Gender reassignment
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation
- Age (only applicable to staff, not pupils)
- Marriage and Civil Partnerships (only applicable to staff, not pupils)

Age and marriage and civil partnership are NOT protected characteristics for the school's provision for pupils.

We will have **due regard** to advancing equality of opportunity including making serious consideration of the need to:

- Remove or minimise disadvantages suffered by persons who share a relevant protected characteristic that are connected to the characteristic
- Take steps to meet the needs of persons who share a protected characteristic that are different from the needs of persons who do not share it
- Encourage persons who share a relevant protected characteristic to participate in public life or in any activity in which participation by such persons is disproportionately low.

We will consider the 'Brown Six' principles of 'due regard'

- **awareness** – all staff know and understand what the law requires
- **timeliness** – implications considered before they are implemented
- **rigour** – open-minded and rigorous analysis, including parent/pupil voice
- **non-delegation** – the PSED cannot be delegated
- **continuous** – ongoing all academic year
- **record-keeping** – keep notes and records of decisions and meetings

We welcome the opportunity to be transparent and accountable. To this end we fulfil the specific duties of the Act by:

- Publishing our equality information
- Publishing our equality objectives

We aim to make the information accessible, easy to read and easy to find.

## **Legal Framework**

We welcome our duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age (as appropriate), disability, gender reassignment, marriage and civil partnership pregnancy and maternity, race, religion of belief, sex and sexual orientation.

We welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.

We recognise these duties are essential to reflect international human rights standards as expressed in 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 and the Public Sector Equality Duties 2010.

## Equality Information 2021-2022

Age	We have pupils aged from 3 to 11 years old in our school
Disability	We ensure reasonable adjustments are made where appropriate
Gender reassignment	We support pupils and parents with issues relating to gender reassignment
Pregnancy and maternity	We comply with our equality duty and have planned to deliver education on site if and when required, or offer a place at the Young Parent Group run by the SEND and Inclusion Service
'Race' / ethnicity	95% White British 1.5% Any other mixed background 1.5% Any other white background 1.5% White and Black African
EAL (English as an Additional Language)	0%
Religion and Belief / no belief	100% of parents gave information about our pupils. Of these: 56% Christian 10.6% No religion 33.4% Did not state
SEND	The school identifies 19.6% of pupils as having a Special Educational Need
Sex – male/female	47% Female 53% Male
Sexual Orientation	We support all pupils regardless of sexual orientation
Pupil Premium	16.6% of pupils are eligible for Pupil Premium

## **Guiding Principles**

In fulfilling the legal obligations cited above, we are guided by nine principles:

### **Principle 1: All learners are of equal value**

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

### **Principle 2: We recognise and respect difference**

Treating people equally (Principle 1 above) does not necessarily involve treating them all the same. Our 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.

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

We intend that our policies, procedures and activities should promote:

- Positive attitudes 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 incidents
- Mutual respect and good relations between boys and girls, and women and men, and an absence of sexual, homophobic and transphobic harassment.
- Positive attitudes and understanding of those women pregnant or during maternity

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

We ensure that policies and procedures should benefit all employees and potential employees, for example in recruitment and promotion, and in continuing professional development.

### **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.

### **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. We consult and involve all sectors of the school community.

### **Principle 7: Society as a whole should benefit**

We intend that our policies and activities should benefit society as a whole, both locally and nationally, by fostering greater social cohesion, and greater participation in public life.

### **Principle 8: We base our practices on sound evidence**

We maintain and publish quantitative and qualitative information about our progress towards greater equality

### **Principle 9: Objectives**

Every four years we formulate and publish specific and measurable objectives, based on the evidence we have collected and published. The objectives which we identify take into account national and local priorities and issues, as appropriate. We keep our equality objectives under review and report annually on progress towards achieving them.

## Equality Objectives

<b>Objective 1</b>	To eliminate discrimination by catering for the needs of all children including those with special needs and disabilities and those classed as disadvantaged	We have chosen this objective because this issue is increasingly relevant to the school as the proportion of pupils on the SEN register has increased. To achieve this objective, we plan to deliver quality first teaching to all pupils. We will monitor, review and adjust as needed.
<b>Objective 2</b>	To eliminate discrimination by promoting spiritual, moral, social and cultural development through all appropriate curricular opportunities, with particular reference to issues of equality and diversity	We have chosen this objective to enable the pupils to reflect on equality issues, to help them to tackle prejudice and to promote community cohesion. We involve all of the school community and consult with other stakeholders as well as considering national and local priorities and issues.

## Ethos and Organisation

We ensure the guiding principles apply to the full range of our policies and practices, including those that are concerned with:

- Pupils' progress, attainment and achievement
- Pupils' personal development, welfare and well-being
- Teaching styles and strategies
- Admissions and attendance
- Staff recruitment, retention and professional development
- Care, guidance and support
- Behaviour, discipline and exclusions
- Working in partnership with parents, carers and guardians
- Working with the wider community

## Addressing Prejudice and Prejudice-Related Bullying

The school is opposed to all forms of prejudice which stand in the way of fulfilling the legal duties.

There is a file maintained in the Head teacher's office on how prejudice-related incidents should be identified, assessed, recorded and dealt with.

We take seriously the importance of recording the numbers, types and seriousness of prejudice-related incidents at our school and how they are dealt with. We also investigate potential patterns and trends of incidents.

## **Roles and Responsibilities**

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. An identified member of the governing body has a supporting role regarding the implementation of this policy.

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; and for taking appropriate action.

All staff are expected to:

- Promote an inclusive and collaborative ethos in their classroom
- Respond to prejudice-related incidents that may occur
- Incorporate the principles of this policy into the curriculum
- Keep up to date with equalities legislation relevant to their work

## **Information and Resources**

We ensure that the content of this policy is known to all staff and governors and, as appropriate, to all pupils and their parents and carers.

All staff and governors are signposted towards a selection of resources which discuss and explain concepts of equality, diversity and community cohesion in appropriate detail.

## **Religious Observance**

We respect the religious beliefs and practice of all staff, pupils and parents, and aim to comply with reasonable requests relating to religious observance and practice.

## **Staff Development and Training**

SLT ensure that staff receive appropriate training opportunities for professional development around equalities through the delivery of the school Equality Policy and associated guidelines. This is covered in whole school staff meetings and professional development days.

## **Breaches of Policy**

Breaches of this policy will be dealt with in line with the school's disciplinary policy.

## **Monitoring and Evaluation**

We collect, study and use quantitative and qualitative data relating to the implementation of this policy, and adjust as appropriate.

We collect, analyse and use data in relation to achievement, relevant and appropriate to the profile of the school.