



St Anne's C of E Primary School

Equality Policy Statement and Objectives

Aims and values of school

Within the love of God, we are all learning together...

to be motivated to tackle challenges and achieve outstanding successes and celebrate them!

to be clear in our values so that we make thoughtful decisions with confidence and celebrate them!

EQUALITY STATEMENT

Equality does not mean treating everyone the same, it means treating people fairly, with respect, having regard for their rights and wishes. Sometimes this means giving people extra help so they have the same chances and opportunities.

The Equality Act 2010 has replaced and unified all previous equality and anti-discrimination legislation such as the Disability Discrimination Act, Race Relations Act and Sex Discrimination Act. It aims to ensure equality of opportunity in accessing and experiencing public services and provides a single source of discrimination law, covering all types of unlawful discrimination and extending the protection from discrimination in particular areas.

Staff, pupils and Governors and St Anne's School (hereafter 'the school') welcome our duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations. The Equality Act protects the same groups of people that were covered by previous equality legislation, but these groups are now referred to as 'protected characteristics'. The following is a list of the protected characteristics that must be covered by schools:

- Age (applies to schools as employers not in terms of school pupils or prospective pupils)
- Disability
- Ethnicity and race
- Gender
- Gender identity and transgender
- Marriage and civil partnership (with regard to discrimination)
- Pregnancy, maternity and breastfeeding
- Religion and belief
- Sexual identity and orientation

In addition to stating our Equality objectives, this policy statement sets out how our statutory duty is met and how we as a school have due regard for Equality matters.

As a Church of England school we provide a Christian context for our work. However we are inclusive and serve equally those who are of the Christian faith, those of other faiths and those with no faith.

In addition under the Race Relations (Amendment) Act 2000 and Home Office Code of Practice on reporting and recording racist incidents (2000) schools are required to record and investigate all racist incidents and to report them to the Local Authority on a regular basis.

HOW WE MONITOR EQUALITY

The Equality Act and the 'Public Sector Equality Duty' that derives from it, require the school to keep and monitor data in order for trends and potential areas of inequality to be identified.

- The school has data on its composition, broken down by year group, ethnicity, gender and English as an additional language and other vulnerable groups as identified by data analysis.
- The school has data on its composition broken down by special educational need.
- The school uses this data to identify inequalities of outcome and participation. This then informs objective setting for achievable and measurable improvements.

DOCUMENTATION

In addition to this statement, the School has policies setting out our compliance with discrimination and equal opportunities legislation as well other areas impacted by the aims of the Equality Act. These policies are maintained by the Governors. We are in the process of incorporating specific statements of the school's responsibilities under the Equality Act into the relevant documents.

There are references to the school's responsibilities under the Equality Act in the minutes of governors meetings and in documentation relating to staff meetings.

RESPONSIBILITIES

The Headteacher has overall responsibility for equalities matters.

A member of the governing body has a watching brief for equalities matters.

STAFFING

The school's programme for the continuing professional development (CPD) of staff includes due regard for equalities matters.

There is proper equal opportunities practice in the recruitment and promotion of staff, including support, teaching and administrative staff.

BEHAVIOUR AND SAFETY

There are clear procedures for dealing with bullying and incidents including those deemed to be prejudice-related in the School's Positive Behaviour Policy which embodies the ST ANNE'S SPIRIT, ANTI-BULLYING, PSHE, and INCLUSION policies.

A key aim of parent and pupil surveys is to ensure that pupils feel safe from any kind of bullying.

TEACHING

Attention is paid to the needs of specific groups of pupils, for example those who are learning English as an additional language. There is extra or special provision for these groups as appropriate.

There is coverage in the curriculum of equalities issues, particularly with regard to tackling prejudice and promoting community cohesion and mutual understanding.

There are activities across the curriculum that promote pupils' spiritual, moral, social and cultural development.

In curriculum materials there are positive images of disabled people, of both women and men in non-stereotypical gender roles, and of people from a wide range of ethnic, religious and cultural backgrounds.

PARENT INVOLVEMENT

The school has regular parents' evening as well as parent surveys to help identify any concerns about potential inequality in the school. The school also has procedures for finding out how pupils think and feel about St Anne's and has regard in these for the concerns of the Equality Act.

If a parent considers there to be a breach of this policy they should contact the Headteacher immediately and, if necessary, follow the school's Complaints Procedure.

REPORTING INCIDENTS

'PRIDE' (Prejudice-Related Incident Data Entry) is the reporting system for settings, schools, academies and other educational establishments where racist, homophobic and disability-related incidents are reported.

The site can be accessed via: <https://pride.learntogether.org.uk>

In common with all schools, St Anne's has obligations under UK law to report and record any incident relating to one or more of the 9 protected characteristics.

If anyone believes an incident to be discriminatory against one of the 9 protected characteristics, it will be recorded and investigated as such, however minor it may seem.

All incidents, whether they involve children or adults, will be recorded whether or not those responsible intended their behaviour to be discriminatory. It should also be noted that an incident does not necessarily have a victim.

SPECIFIC RESPONSIBILITIES

In our school we all take responsibility for promoting equality, but the following have specific responsibilities:

The governing body will seek to ensure that the school complies with equalities legislation and that this policy and its procedures are implemented. This will form part of the monitoring area for the 'Equalities Governor'.

The headteacher too, along with the governing body, will see that the policy and its procedures are implemented, that staff are aware of their responsibilities that staff receive appropriate training and support in putting the policy into practice, and that disciplinary action is taken against staff or pupils who discriminate.

All staff will deal with incidents in accordance with school procedures, and will know how to challenge bias and stereotyping. They will not discriminate on any grounds.

Teaching staff will offer full curriculum access to pupils from all protected characteristic groups, and will promote equality.

Visitors and contractors will be expected to comply with the school's equality policy.

PROCEDURE IN THE EVENT OF AN INCIDENT

Parents/carers will be contacted if their child is involved in any way in an alleged incident that is possibly involves discrimination against one of the 9 protected characteristics and they will be kept informed of the progress and outcome of any investigation.

Any incident that is alleged or perceived to be discriminatory will be recorded and if, following investigation, it is concluded that it is not discriminatory, this outcome will be noted on both the school record of the incident and the report that is submitted to the Local Authority.

Termly reports of incidents on the Local Authority PRIDE (Prejudice-Related Incident Data Entry) will not identify individuals, but this information will be kept at school level, in line with other records on behaviour and incidents of bullying.

The school will seek advice from Cambridgeshire Race Equality and Diversity Service (CREDS) as and when required and parents/carers may also discuss any concerns regarding incidents with the Service.

All incidents are investigated by the headteacher. Incidents are recorded in the Behaviour or Parent file depending on the source of the incident. The headteacher reports to the governing body and the LA on the number of incidents, the prevailing trends, and how the issues have been dealt with.

All pupils, parents and staff are aware of our procedures for dealing with discriminatory incidents, and all staff are trained to deal firmly, consistently and effectively with such incidents.

Victims of harassment will be supported by the school and, where appropriate, we will seek the support of external agencies.

MONITORING AND REVIEW

Each priority in the School Development Plan will be compliant with this policy. This makes it possible for the governing body to monitor the impact of the work to promote equality that has been done by the school.

We have a rolling programme of policy review; this policy carries specific annual objectives so it will be reviewed every 12 months in time for the new academic year.

OBJECTIVES:

1. Under the new Assessment Without Levels system, accurately track and analyse the progress of **all** groups of learners.
2. Plan for and implement specific provision for EAL learners which meets their needs beyond class differentiation and support.
3. Review the implementation of the updated Sex & Relationships Policy which includes reference to homosexuality, civil partnerships and gender identity.

Please refer to the School Development Plan for details of actions, responsibilities and monitoring.

Policy first approved by the Governing Body November 2014

This reviewed and approved March 2016

Reviewed and approved March 2018

Next review due March 2022