

# The Federation of St. Godric's RCVA Primary School, Thornley & St. Mary's RCVA Primary School, Wingate

## Equality Statement 2017

### Introductory notes

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. It is still good practice, however, 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.

This model statement has been adapted slightly from one which was developed in Derbyshire in the period 2007–08, and first published in 2009. It has been amended in the light of the Equality Act 2010, and of the specific duties that the Act is likely to entail, and other statutory amendments since.

### Legal framework

1. 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 & gender reassignment, marriage & civil partnerships, pregnancy & maternity, race, religion & belief, and sexual identity.
2. We welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.
3. We recognise these duties 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.

### 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 and potential learners, and their parents and carers, as of equal value:

- whatever age they are
- whether or not they are disabled
- whatever their ethnicity, culture, national origin or national status
- whatever their gender, gender reassignment and gender identity
- whatever kind of marriage or civil partnership their parents have
- in terms of pregnancy & maternity of parents
- whatever their religious or non-religious affiliation or faith background
- whatever their sexual identity or orientation.

**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, in relation to:

- age, so that they are not discriminated against
- disability, so that reasonable adjustments are made
- ethnicity, so that different cultural backgrounds and experiences of prejudice are recognised
- gender & gender reassignment, so that the different needs and experiences of girls and boys, and women and men, transgender are recognised
- marriage & civil partnerships, pregnancy & maternity so that reasonable adjustments are made
- religion, belief or faith background
- sexual identity or orientation

**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 people of all ages & disabled people, good relations between young and old, disabled and non-disabled people, and an absence of harassment of disabled people, and an absence of discrimination towards people of all ages
- positive attitudes towards and mutual respect for people in all types of marriage, civil partnerships, who are pregnant & or on maternity leave
- 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, girls & transgender children, and women, men & transgender people, and an absence of sexual and homophobic harassment.

**Principle 4: We observe good equalities practice in staff recruitment, retention and Development (in line with national statutory agreements with the Catholic Education Service).**

We ensure that policies and procedures should benefit all employees and potential employees, for example in recruitment and promotion (in line with national statutory agreements with the Catholic Education Service), and in continuing professional development:

- whatever age they are
- 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
- whatever their gender or sexual orientation

**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:

- different ages
- disabled and non-disabled people
- people of different ethnic, cultural and religious backgrounds
- pregnancy & maternity
- people in different types of marriages &/or civil partnerships
- girls, boys & transgender children, women, men & transgender people.

**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:

- people of all ages
- disabled people as well as non-disabled
- people from a range of ethnic, cultural and religious backgrounds
- people of different ethnic, cultural and religious backgrounds
- pregnant women & people on maternity leave
- both women and men, girls and boys
- gay people as well as straight people
- transgender people

**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 of:

- people of all ages
- disabled people as well as non-disabled
- people from a range of ethnic, cultural and religious backgrounds
- people of different ethnic, cultural and religious backgrounds
- pregnant women & people on maternity leave
- both women and men, girls and boys
- gay people as well as straight people
- transgender people

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

We maintain quantitative and qualitative information about our progress towards greater equality in relation to:

- age
- disability
- ethnicity, religion and culture
- gender

### **Principle 9: Objectives.**

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

- age
- disability
- ethnicity, religion and culture
- gender

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We recognise that the actions resulting from a statement such as this are what make a difference.

Every three years, accordingly, we will draw up an action plan within the framework of the overall school development plan and processes of self-evaluation, setting out the specific equality objectives we shall pursue. 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.

### **The curriculum**

We keep each curriculum subject or area under review in order to ensure that teaching and learning reflect the principles set out in paragraph 4 above.

### **Ethos and organisation**

We ensure the principles listed in above 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 referred to in paragraphs 1–3:

- prejudices around age
- prejudices around disability and special educational needs
- prejudices around marriage & civil partnerships
- prejudices around pregnancy & maternity
- prejudices around racism and xenophobia, including those that are directed towards religious groups and communities, for example anti-Semitism and Islamophobia, and those that are directed against Travellers, migrants, refugees and people seeking asylum

- prejudices reflecting sexism, gender reassignment and homophobia
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There is guidance in the staff handbook on how prejudice-related incidents should be identified, assessed, recorded and dealt with.

We take seriously our obligation to report regularly to Governors about the numbers, types and seriousness of prejudice-related incidents at our school and how they are dealt with.

### **Roles and responsibilities**

The governing body is responsible for ensuring that the school complies with legislation, and that this statement and its related procedures and action plans are implemented.

The headteacher is responsible for implementing the statement; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination.

A senior member of staff has day-to-day responsibility for co-ordinating implementation of the statement.

All staff are expected to:

- promote an inclusive and collaborative ethos in their classroom
- deal with any prejudice-related incidents that may occur
- plan and deliver curricula and lessons that reflect the principles above
- support pupils in their class for whom English is an additional language
- keep up-to-date with equalities legislation relevant to their work

### **Information and resources**

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

All staff and governors have access to 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 comply with reasonable requests relating to religious observance and practice.

### **Staff development and training**

We ensure that all staff, including support and administrative staff, receive appropriate training and opportunities for professional development, both as individuals and as groups or teams.

### **Breaches of the statement**

Breaches of this statement will be dealt with in the same ways that breaches of other school policies are dealt with, as determined by the headteacher and governing body.

### **Monitoring and evaluation**

We collect, study and use quantitative and qualitative data relating to the implementation of this statement, and make adjustments as appropriate.

In particular we collect, analyse and use data in relation to achievement, broken down as

appropriate according to age, disabilities and special educational needs; ethnicity, culture, language, religious affiliation, national origin and national status; and gender.

**Signed:** ..... **[Date:**.....]

**Date approved by the Governing Body:**