CESTRIA PRIMARY SCHOOL

Equality Policy

and

Equality Information and Equality Objectives for School



**Equality Policy &**

**Equality Information and Equality Objectives**

 **for School**

**Equality Act 2010**

**Cestria’s provision of the public sector equality duty**

We in Cestria School are committed to equality. We aim for every pupil to fulfil their potential no matter what his/her background or personal circumstances.

We maintain the aim of embedding principles of fairness and equality across our entire curriculum, in assemblies and acts of collective worship, in break and lunchtimes, in pastoral support and in before and after school activities.

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 and proportionate consideration to the public sector equality duty.

The protected characteristics for the schools 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 schools provisions 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 that characteristic;
* take steps to meet the needs of persons who share a protected characteristics 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 take into account the six Brown 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 & 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.

**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
* oppositive 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, and women and men, and an absence of sexual and homophobic harassment.

 **We observe good equality 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:

* 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

**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
* people of different ethnic, cultural and religious backgrounds
* girls and boys, women and men.

**We consult and involve widely**

Where appropriate, 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 include all protected characteristics

**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 all protected characteristics

**The curriculum**

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

**Ethos and organisation**

 We ensure the principles listed 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 above:

* prejudices around disability and special educational needs
* 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 and homophobia.

There is guidance available from the Head Teacher on how prejudice-related incidents should be identified, assessed, recorded and dealt with.

We take seriously our obligation to report regularly to the local authority 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 policy and its related procedures and action plans are implemented.

A member of the governing body has a watching brief 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 in any cases of unlawful discrimination.

The head teacher has day-to-day responsibility for co-ordinating implementation of the policy.

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 policy 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 policy**

Breaches of this policy 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 policy, and make adjustments as appropriate.

In particular we collect, analyse and use data in relation to achievement, broken down as appropriate according to disabilities and special educational needs; ethnicity, culture, language, religious affiliation, national origin and national status; and gender.

***Equality Information:***

We maintain confidentiality and work to data protection principles. We publish information in a way so that **no pupil or staff member** can be identified.

**Staff**

|  |  |
| --- | --- |
| Age | Figures change – we comply with our equality duty. |
| Disability | Staff give information as part of application process or as it occurs5% of staff recorded a disability. We ensure reasonable adjustments are made where appropriate.  |
| Gender reassignment | We support any staff member towards gender reassignment. |
| Marriage & civil partnerships | Figures change – we comply with our equality duty. |
| Pregnancy and maternity | Figures change – we comply with our equality duty. |
| ‘Race’ / ethnicity  | Staff give information as part of application processOur staff profile comprises: White British & Dual Heritage |
| Religion and Belief / no belief | Staff give information as part of application processOur staff profile comprises: Christian, Church of England, Roman Catholic, Methodist, Agnostic |
| Sex – male/female | 86.6% female 13.4% male |
| Sexual orientation  | We support all staff members regardless of sexual orientation |

**Pupils:**

|  |  |
| --- | --- |
| Age | We have pupils aged from 4 to 11 years old in our school. |
| Disability | Our numbers are so small it would not be appropriate to publish this information”We ensure reasonable adjustments are made where appropriate. |
| Gender reassignment | We support any pupil towards 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 & Inclusion Service. |
| ‘Race’ / ethnicity  | 100% pupil gave informationOur pupil profile comprises: White British, Dual Heritage, White-European, Asian and White-Irish etc.  |
| EAL (English as an Additional Language) | 6% EAL The languages spoken within our pupil profile are:English, Spanish, Polish, Chinese, Panjabi, Turkish, Albanian, Persian/Farsi, German, Malayalam, Vietnamese, Russian and Yoruba.  |
| Religion and Belief / no belief | 100% pupil gave informationList percentages for each religious group if numbers are large enough. Otherwise use a list of your religions without numbers: Our pupil profile comprises: Christian, Church of England, Roman Catholic, Jewish, Methodist, Agnostic, Jehovah’s Witness. |
| SEND | 16.1% pupils identified with a Special Educational Need. |
| Sex – male/female | 45.3% female 54.7% male |
| Sexual orientation  | We support all pupils regardless of sexual orientation |
| Pupil Premium | 17.6% pupils eligible for Pupil Premium |

**We will update our equality information at least annually**

***Equality Objectives***

Our equality objectives are:

1. To provide access to physical interventions (appointed HLTA specialist) for children identified as requiring additional support
2. To further improve CPD for all staff by providing specialist support to help them meet the individual needs of children in their care
3. To continue to improve attendance rates (persistent absence rates) of our pupil premium children
4. To improve access to after school clubs by increasing provision at no cost to any family

**We will update our equality objectives every four years and will publish progress on them annually (we make sure there is an annual review)**

We adopt a whole school approach to equality and consider it important for pupils to learn about equality and human rights. We adhere to the Equality and Human Rights Commission (EHCR) statement:

*‘To reap the full benefits of equality and human rights education, it is essential to teach topics in an environment which respects the rights and differences of both students and teachers. Without an equality and human rights culture within the classroom and school as a whole, learning about these topics can at best appear irrelevant, and at worst, hypocritical. The respect and tolerance it teaches will help staff and students create a healthier, happier, fairer school culture, and could lead to reductions in bullying and other negative behaviour, and improvements in attainment and aspirations.*

Though the Act refers to ‘race’, the use of ethnic/ cultural origin, background or heritage is often more appropriate

**Headteacher: Lorraine Gowland**

**Chair of Governors: Rachel Taylor**