

Equality Policy and Objectives



Igniting a passion for learning in all; emboldening a community of high aspiration and fulfilment.

**'I can do all things through him who gives me strength'.
(Philippians 4.13)**

#thischildcan

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1. Aims

Rauceby Church of England Primary School is an inclusive school where we focus on the well-being and progress of every child and where all members of our community are of equal worth. We believe that the Equality Act provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people. It also ensures that we continue to tackle issues of disadvantage and underachievement of different groups. We recognise that 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.

Our approach to equality is based on the following 7 key principles;

1. All learners are of equal value. Whether or not they are disabled, whatever their ethnicity, culture, national origin or national status, whatever their gender and gender identity, whatever their religious or non-religious affiliation or faith background and whatever their sexual orientation.
2. We recognise, respect and value difference and understand that diversity is a strength. We take account of differences and strive to remove barriers and disadvantages which people may face, in relation to disability, ethnicity, gender, religion, belief or faith and sexual orientation. We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit our school.
3. We foster positive attitudes and relationships. We actively promote positive attitudes and mutual respect between groups and communities different from each other.
4. We foster a shared sense of cohesion and belonging. We want all members of our school community to feel a sense of belonging within the school and wider community and to feel that they are respected and able to participate fully in school life.
5. We observe good equalities practice for our staff. We ensure that policies and procedures benefit all employees and potential employees in all aspects of their work, including in recruitment and promotion, and in continuing professional development.



6. We have the highest expectations of all our children. We expect that all pupils can make good progress and achieve to their highest potential.
7. We work to raise standards for all pupils, but especially for the most vulnerable and protected groups. We believe that improving the quality of education for the most vulnerable groups of pupils raises standards across the whole school.

2. Legislation and guidance

This document meets the requirements under the following legislation:

- › [The Equality Act 2010](#), which introduced the Public Sector Equality Duty and protects people from discrimination
- › [The Equality Act 2010 \(Specific Duties\) Regulations 2011](#), which require schools to publish information to demonstrate how they are complying with the Public Sector Equality Duty and to publish equality objectives

This document is also based on Department for Education (DfE) guidance: [The Equality Act 2010 and schools](#), the [technical guidance for schools from the Equality and Human Rights Commission](#) and [guidance from the Government Equalities Office on meeting the specific duties that support the Public Sector Equality Duty](#).

This document also complies with our funding agreement and articles of association.

3. Purpose of the policy

The Equality Act 2010 was introduced to ensure protection from discrimination, harassment and victimisation on the grounds of specific characteristics (referred to as protected characteristics). This means that schools cannot discriminate against pupils or treat them less favourably because of their sex (gender), race, disability, religion or belief, gender reassignment or sexual orientation. Age and marriage and civil partnership are also “protected characteristics” but are not part of the school provisions related to pupils.

The Act requires all public organisations, including schools to comply with the Public Sector Equality Duty and two specific duties:

The Public Sector Equality Duty or “general duty”

This requires all public organisations, including schools to:

- Eliminate unlawful discrimination, harassment and victimisation
- Advance equality of opportunity between different groups
- Foster good relations between different groups

Two “specific duties”:

This requires all public organisations, including schools to:

- Publish information to show compliance with the Equality Duty
- Publish Equality objectives at least every 4 years which are specific and measurable

This policy describes how the school is meeting these statutory duties and is in line with national guidance. It includes information about how the school is complying with the Public Sector Equality Duty and also provides guidance to staff and outside visitors about our approach to promoting equality.



4. What we are doing to eliminate discrimination, harassment and victimization?

- We take account of equality issues in relation to admissions and exclusions; the way we provide education for our pupils and the way we provide access for pupils to facilities and services.
- We are aware of the reasonable adjustment duty for disabled pupils – designed to enhance access and participation to the level of non-disabled pupils and stop disabled children being placed at a disadvantage compared to their non-disabled peers.
- The Head Teacher ensures that all appointment panels give due regard to this policy so that no one is discriminated against when it comes to employment, promotion or training opportunities.
- We ensure that those who are affected by a policy or activity are consulted and involved in the design of new policies, and in the review of existing ones.
- We take seriously the need to consider the equality implications when we develop, adapt and review any policy or procedure and whenever we make significant decisions about the day to day life of the school.
- We actively promote equality and diversity through the curriculum and by creating an environment which champions respect for all.
- Our admissions arrangements are fair and transparent, and we do not discriminate against pupils by treating them less favourably on the grounds of their sex, race, disability, religion or belief, sexual orientation, gender reassignment.

5. Behaviour, Exclusions and Attendance

The school policy on Relationships and Behaviour takes full account of the duties under the Equality Act. We make reasonable, appropriate and flexible adjustment for pupils with a disability or Special Educational Need. We closely monitor data on exclusions and absence from school for evidence of over-representation of different groups and take action promptly to address concerns.

6. Addressing prejudice and prejudice based bullying

The school challenges all forms of prejudice and prejudice-based bullying, which stand in the way of fulfilling our commitment to inclusion and equality:

- prejudices around disability and special educational needs
- prejudices around race, religion or belief, for example anti-Semitism and Islamophobia,
- Travellers, migrants, refugees and people seeking asylum
- prejudices around gender and sexual orientation, including homophobic and transphobic attitudes

There is guidance in the Safeguarding and Child Protection Policy on how prejudice-related incidents should be identified, assessed, recorded and dealt with. We treat all bullying incidents equally seriously. We keep a record of different prejudice-related incidents and provide a report to the governors about the numbers, types and seriousness of prejudice-related incidents at our school and how we dealt with them. We review this data each half term and take action to reduce the number of incidents, if any have arisen.

7. What we are doing to advance equality of opportunity between different groups?

- We know the needs of our school population very well and we have procedures, working in partnership with parents and carers, to identify children who have a disability through our pupil admissions meetings.



- With a predominantly White British school population, our curriculum intent is to raise awareness of cultural diversity and equality.
- We collect data and analyse progress and outcomes of different groups of pupils and use this data to support school improvement. We take action to close any gaps.
- We also collect, analyse and use data in relation to attendance and exclusions of different groups.
- We avoid language that runs the risk of placing a ceiling on any pupils' achievement or that seeks to define their potential as learners.
- We use a range of teaching strategies that ensures we meet the needs of all pupils.
- We provide support to pupils at risk of underachieving.
- We are alert and proactive about the potentially damaging impact of negative language in matters such as race, gender, disability and sexuality.
- We ensure equality of access for all pupils to a broad and balanced curriculum, removing barriers to participation where necessary.
- We have an Accessibility Plan designed to: increase the extent to which pupils with Special Educational Need and Disability can participate in the curriculum; improve the physical environment and; improve the availability of accessible information to disabled pupils.

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, for example:

- disabled and non-disabled people
- people of different ethnic, cultural and religious backgrounds
- girls and boys

8. Positive Action

We will take positive and proportionate action to address the disadvantage faced by particular groups of pupils with particular protected characteristics, such as targeted support.

What we are doing to foster good relations?

- We prepare our children for life in a diverse society and ensure that there are activities across the curriculum that promote British Values, spiritual, moral, social and cultural development of our children.
- We teach about difference and diversity and the impact of stereotyping, prejudice and discrimination through PSHE, RE, Collective Worship and across the curriculum.
- We use materials and resources that reflect the diversity beyond the school population and local community in terms of race, gender, sexual identity and disability, avoiding stereotyping.
- We promote a whole school ethos and values that challenge prejudice based discriminatory language, attitudes and behaviour.
- We provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures.
- We include the contribution of different cultures to world history and that promote positive images of people
- We provide opportunities for pupils to listen to a range of opinions and empathise with different experiences
- We promote positive messages about equality and diversity through displays, Collective Worship, visitors and whole school events



Other ways we address equality issues

- The implications for equality issues within new policies and practices are considered before they are introduced and when policies are reviewed.

In order to ensure that the work we are doing on equalities meets the needs of the whole school community we:

- review relevant feedback from parent questionnaires, parents' evening & parent-voice
- analyse responses from staff surveys
- review feedback and responses from the children and groups of children from School Council, , JOSOs School Ambassadors and from PSHE lessons
- ensure that we secure responses and feedback at Governing Body meetings

9. Publishing Equality Objectives

The objectives which we identify represent our school's priorities and are the outcome of a careful review of and analysis of data and other evidence. They also take into account national and local priorities and issues. We evaluate our success in meeting the Public Service Equality Duties by the extent to which we achieve improved outcomes for the different groups.

10. Monitoring and reviewing objectives

The monitoring of the objectives takes place through the School Improvement Plan monitoring activities and is reported to governors termly.

11. Roles and Responsibilities

We expect all members of the school community and visitors to support our commitment to promoting equalities and meeting the requirements of the Equality Act. We will provide training, guidance and information to enable them to do this.

Governing Board

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. Every governing body committee keeps aspects of the school's commitment to the Equality Duty under review, for example, in terms of standards, curriculum, admissions, exclusions, personnel issues and the school environment.

Head Teacher and Leadership team

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 Leadership Team have day-to-day responsibility for co-coordinating implementation of the policy and for monitoring outcomes against the Equality Act.

Teaching and Support Staff

All teaching and support staff will:

- promote an inclusive and collaborative ethos in their classroom
- challenge prejudice and discrimination
- deal fairly and professionally with any prejudice-related incidents that may occur



- plan and deliver a curriculum and lessons that reflect the school's principles, for example, in providing materials that give positive images in terms of race, gender and disability maintain the highest expectations of success for all pupils
- support different groups of pupils in their class through personalised planning and teaching, especially those who may (sometimes temporarily) find aspects of academic learning difficult
- keep up-to-date with equalities legislation relevant to their work.

All visitors to the school, including parents and carers are expected to support our commitment to equalities and comply with the duties set out in this policy. We will provide guidance and information in school newsletters to enable them to do this.

12. Equal Opportunities for Staff

This section deals with aspects of equal opportunities relating to staff. We are committed to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing and employment.

The Governing Board of Rauceby Church of England Primary School is committed to the following principles:

- All staff appointments and promotions are made on the basis of merit and ability and in compliance with the law.
- We are also concerned to ensure, wherever possible, that the staffing of the school reflects the diversity beyond our immediate community.
- As an employer we strive to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce.
- We respect the religious beliefs and practice of all staff, pupils and parents, and comply with reasonable requests relating to religious observance and practice.
- 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.

13. Monitoring and Reviewing the policy

We review the information about equalities in the policy annually and make adjustments as appropriate. Our review involves pupils, staff, governors and parents and carers.

14. Disseminating the Policy

This Equality Policy is available on the school website, in the staff room, and staff handbook and forms a part of induction for new staff and volunteers.

15. Links with other policies

Although this policy is the key document for information about our approach to equalities in



line with the Public Sector Equality Duty, we ensure that information about our responsibilities under the Equality Act are also included, where necessary, in our School Development Plan, School Self Evaluation, website and regular newsletters.

Where necessary, there are also references in the Behaviour, Admissions, SEN and Anti- Bullying policies as well as minutes of meetings involving governors. The Equality Act also applies to schools in their role as employers, and the way we comply with this are found in our Recruitment Policies This document links to the following policies:

- Accessibility plan
- Risk assessment
- SEN information report
- SEND policy

16. Equality Objectives

At Rauceby Church of England Primary School, we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers, irrespective of race, gender, disability, belief, religion or socio-economic background.

In order to further support pupils, raise standards and ensure inclusive teaching, we have set the following objectives:

Objective 1: To provide all our children with opportunity to succeed and be personally fulfilled

To do this we will:

- monitor achievement data for all groups e.g. (SEN; EAL; pupil premium) and take appropriate action to narrow any learning gaps

Why have we chosen this objective?

This aligns with our school vision of emboldening a community of high aspiration and fulfilment so that children can 'do all things through him who gives me strength' Philippians 4:13

How will this be measured and evaluated?

- Analysis of achievement data
- Children's voice
- Book scrutiny

Objective 2: To ensure continuity in learning and effective challenge or support for children who have high mobility including children who access Forces premium.

To do this we will:

- Use the Thriving Lives toolkit to identify areas where the school can improve support for Service pupils academically, socially and emotionally
- Have robust procedures in place to identify needs or gaps on entry of children who join the school at different points other than YR



Why have we chosen this objective?:

This aligns with our school vision of emboldening a community of high aspiration and fulfilment so that children can 'do all things through him who gives me strength' Philippians 4:13. It also recognizes the 26% of children who are from Service families and the 32% of children who are not children from Service families but did not start at the school in YR

How will this be measured and evaluated?

- Analysis of achievement data
- Children's voice
- Monitoring against the Thriving Lives Toolkit

