



Cheriton Primary School Equal Opportunities Policy Statement Objectives

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| Related Policies | |
| Approved by the Full Governing Body | November 2023 |
| Policy Reviewed by | AG |
| Last Review | November 2023 |
| Date for Review | November 2024 |

Aims

Why we have developed this Equality Policy

This Equality Policy for Cheriton Primary School brings together all previous policies, schemes and action plans around equality including those that we had previously for Race, Gender and Disability. It includes all the protected characteristics covered under the Equality Act 2010 as well as other aspects which have the potential to discriminate against or to devalue any individuals within our community.

We are further committed to the development of cohesive communities both within our school's physical boundaries and within our local, national and global environments. Our school embraces the aim of working together with others to improve children's educational and wellbeing outcomes, and notes the rights set out in the UN Convention on the Rights of the Child.

Our Equality Policy is inclusive of our whole school community – pupils, staff, parents/carers, visitors and partner agencies - who we have engaged with and who have been actively involved in and contributed to its development.

The purpose of this policy is to set out how our practice and policies have due regard to the need to:

- eliminate discrimination, harassment and victimisation;
- advance equality of opportunity and
- foster good relations between groups.

It explains how we aim to listen to and involve pupils, staff, parents and the community in achieving better outcomes for our children and young people.

Overall aims of our Equality Policy

- To eliminate discrimination, harassment and victimisation.
- To promote equality of access and opportunity within our school and within our wider community.
- To promote positive attitudes to difference and good relationships between people with different backgrounds, genders, cultures, faiths, abilities and ethnic origins.

Our approach

We seek to embed equality of access, opportunity and outcome for all members of our school community, within all aspects of school life. We actively seek out opportunities to embrace the following key concepts:

- **Shared Humanity.** Identifying commonality and shared values, aspirations and needs underpins our approach to equality. We value our fundamental similarities and universality.
- **Valuing difference and diversity.** We appreciate the richness within our differences and look

for ways of celebrating and understanding them better

- **Interdependence, interaction and influence.** We recognise that, as they evolve, distinct cultures, beliefs and lifestyles will impact on and inform each other

- **Social cohesion** within our school and within our local community
- **Excellence.** We aim to inspire and recognise high personal and collective progress and achievement throughout our community, the UK and the wider world. Excellence is to be found everywhere.
- **Personal and cultural identity.** We will provide opportunities to explore and value the complexity of our personal and cultural identities
- **Fairness and social justice.** We will develop our understanding of the inequality that exists in society and explore ways of individually and collectively promoting a more equitable society.
- **“No Outsiders”** – everyone is welcome.

To fulfil our legal obligations, we are guided by a number of principles.

All pupils, families and staff are of equal value

We see all pupils, potential pupils, their parents and carers, and staff as of equal value:

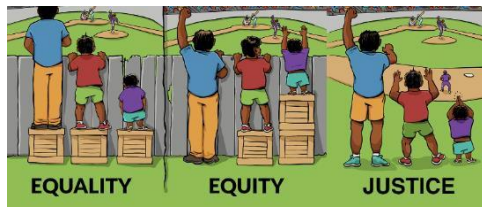
- whether or not they are disabled
- whatever their ethnicity, culture, national origin or national status
- whatever their gender and gender identity
- whatever their religious and non-religious affiliation or faith background
- whatever their sexual orientation
- whatever their marital status
- whether they are currently pregnant or have recently given birth
- whatever their age

We recognise and respect difference

We recognise that treating people equally does not necessarily involve treating them all the same. We recognise that our policies, procedures and activities must not discriminate but must take account of diversity and the kinds of barriers and disadvantage that staff, parents/carers or pupils may face in relation to their protected characteristics:

- disability – we understand that reasonable adjustments may need to be made
- gender (including transgender) – we recognise that girls and boys, men and women have different needs
- religion and belief – we acknowledge that reasonable requests in relation to religious observance and practice may need to be made and complied with
- ethnicity and race – we appreciate that all have different experiences as a result of our ethnic and racial background
- age – we value the diversity in age of staff, parents and carers
- sexual orientation – we respect that individuals have the right to determine their own sexual identity and that they should not experience disadvantage as a result of their preference
- marital status – we recognise that our staff, parents and carers may make their own personal choices in respect of personal relationships and that they should not experience disadvantage as a result of the relationships they have

- pregnancy and maternity – we believe that our pupils, staff, parents and carers should not experience any unfair disadvantage as a result of pregnancy or having recently given birth.



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 and interaction between groups and communities different from each other
- an absence of harassment, victimisation and discrimination in relation to any protected characteristics

We observe good equalities practice in relation to staff

We ensure that our policies and practices for all staff and potential staff throughout the employment lifecycle, i.e. from recruitment through to the cessation of employment and beyond, are applied fairly and consistently across all groups with full respect for legal rights, taking into account aspects applicable to particular groups (e.g. duty to make reasonable adjustments for disabled staff).

We aim to reduce and remove inequalities and barriers that already

We intend that our policies, procedures and activities avoid or minimise any possible negative impacts and we aim to reduce inequalities that exist between groups and communities different from each other.

We consult and involve ensuring views are heard

In our development of policies, we engage with groups and individuals, including pupils who are affected by a policy or activity to ensure that their views are taken into account. For policies and activities affecting pupils, we will take account of views expressed at school council, for parents, through parent governor representation and for staff, through staff governor representation. Where necessary, we will consult more widely with specific groups.

We aim to foster greater community cohesion

We intend that our policies, activities and curriculum offer foster greater social cohesion and provide for an equal opportunity to participate in public life irrespective of the protected characteristics of individuals and groups.

We base our practices on sound evidence

We maintain and publish information annually to show our compliance with the public sector equality duty, set out under section 149 of the Equality Act 2010. Our current equality information can be found in Appendix A to this policy statement.

NOTE: The duty is proportionate and depending on the size and resource of the school and therefore what is published for a small primary school will not be the same as for a large secondary school.

Where schools have less than 150 staff, the Governing Body will not be required to publish information in relation to their staff, and therefore are only required to publish pupil-related data.

We set ourselves specific and measurable equality objectives

We develop and publish specific and measurable objectives every four years based on the evidence that we have gathered (principle 8) and the engagement we have been involved in principle

Policy commitments

Promoting equality: Curriculum

We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement.

To achieve this, we will ensure:

- curriculum planning reflects a commitment to equality
- the curriculum prepares pupils for life in a diverse society and uses opportunities to reflect the background and experience of pupils and families in the school, including the promotion of British values – democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs
- there will be opportunities in the curriculum to explore concepts and issues related to identity and equality
- the promotion of attitudes and values that challenge discriminatory behaviour and language
- the use of non-stereotyped materials which reflect accurately a range of cultures, identities and lifestyles.

Promoting equality: Achievement

There is a consistently high expectation of all pupils.

To secure the best possible outcomes we recognise that:

- adults in the school will be expected to provide good, positive role models in their approach to all issues relating to equality of opportunity
- it is important to identify the particular needs of individuals and groups within the school and to use targeted interventions to narrow gaps in achievement
- it is important to place a high priority on the provisions for special educational needs and disability

- a range of teaching methods to be used throughout the school to ensure that effective learning takes place at all stages for all pupils and that to promote pupil engagement, pupils are encouraged to be actively involved in their own learning.

Promoting equality: Ethos and culture

- we are aware that those involved in leadership of the school community are instrumental in demonstrating mutual respect between all members of the school community
- there should be a feeling of openness and acceptance which welcomes everyone to the school.
- pupils are encouraged to greet visitors to the school with respect
- the displays around the school are of a high quality and reflect diversity across all aspects of equality
- reasonable adjustments will be made to ensure access for pupils and visitors (including parents) with disabilities
- provision is made to provide for the cultural, social, moral and spiritual needs of all pupils through the planning of assemblies, classroom based and off site activities
- pupils are given an effective voice, for example through the school council and through pupil perception surveys which regularly seek their views
- positive role models are used throughout the school to ensure that different groups of pupils Promoting equality: Staff recruitment and professional development
- all posts are advertised formally and open to the widest pool of applicants
- all those involved in recruitment and selection are trained and aware of what they should do to avoid discrimination and linked to safeguarding practices to ensure good equality practice through the recruitment and selection process
- access to opportunities for professional development is monitored on equality grounds
- all supply staff and contractors are made aware of equalities policy and practice
- employment policy and procedures are reviewed regularly to check conformity with legislation and impact.

Promoting equality: Countering and challenging harassment and bullying

- the school counters and challenges all types of discriminatory behaviour and this is made clear to staff, pupils, parents and governors.
- the school has a clear, agreed procedure for dealing with prejudice related bullying incidents and has a nominated member of staff responsible for recording, reporting and monitoring incidents.
- the school reports to governors and the local authority on an annual basis the number of diversity related incidents recorded in the school.
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Promoting equality: Partnerships with parents/carers and the wider community

Each school aims to work in partnership with parents/carers.

We:

- take action to ensure parents/carers from all backgrounds are encouraged to participate in all aspects of school life
- ensure that there are good channels of communication to ensure parents views are captured and acted upon

- encourage members of the local community to join in school activities and celebrations
- ensure that parents/carers of newly arrived pupils e.g. EAL, traveller or pupils with disabilities are made to feel welcome.

Appendix A

Cheriton Primary School

Equality Objectives and Annual Equality Information

Using the views of pupils, parents, staff and community and analysis of the information as outlined above we have set ourselves specific and measurable objectives that will help us achieve the aims of the general equality duty.

These will be reviewed every year.

Our school's equality objectives for the academic year: 2023/24 are:

- To understand my rights and the responsibilities which go with those rights.
- To understand what the Equality Act is and to be able to name some of the protected characteristics.
- To recognise examples of stereotyping that happen with my friends, in my school and in the media

Autumn census 2023 information:

Pupils on Roll: **77**

male pupils **44.3%**

female pupils **56.7%**

EAL children **0%**

SEN children **16%**

FSM children **6.6%**

Public Sector Equality Duty statements

- Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act.
- Advance equality of opportunity between people who share a protected characteristic and those who do not.
- Foster good relations between people who share a protected characteristic and those who do not.
- Removing or minimising disadvantages suffered by people due to their protected characteristics.
- Taking steps to meet the needs of people from protected groups where these are different from the needs of other people.

- Encouraging people from protected groups to participate in public life or in other activities where their participation is disproportionately low.

Protected characteristics The Equality Duty covers: age, disability, gender, gender reassignment, pregnancy and maternity, race, religion or belief and sexual orientation. The duty to have due regard to the need to eliminate discrimination also covers marriage and civil partnerships.

| Link to Public Sector Equality Duty | Protected characteristic | Objective for children | Target group(s): e.g. whole school, girls, boys, SEN, staff etc | Action: | Who's responsible? | Dates from and to: | Milestone/progress: |
|-------------------------------------|--------------------------|--|--|---|---|---------------------|--|
| All | All | To understand my rights and the responsibilities which go with those rights. | All pupils, governors and staff. | HT to deliver training to staff. | HT for facilitating the training All staff to undertake change in language used and other necessary steps. | Academic year 23/24 | Children will know many of their rights and they will know they have a responsibility with each of these. |
| All | All | To understand what the Equality Act is and to be able to name some of the protected characteristics. | Key Stage One children to have a simple overview. Key Stage Two children to have a more detailed understanding. | Explore how to introduce this to children. Attend training | HT for facilitating the training All staff to undertake change in language used and other necessary steps. | Academic year 23/24 | All children in KS1 to know what equality means. Children in KS2 to name some of the protected characteristics. |
| All | All | To recognise examples of stereotyping that happen with my friends or in my school | All pupils | Explore materials and books that can be used to support this understanding. | Personal Development Subject Lead | Academic year 23/24 | Children to challenge stereotyping when faced with this in books or in real life. |