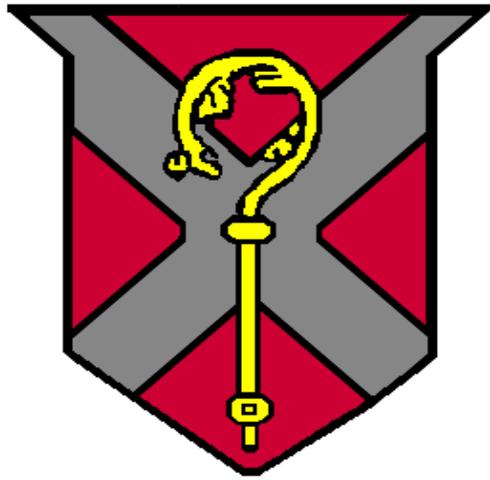


Workshop Priory C of E Primary Academy



Equality Policy

October 2024

Summary of changes

Date:	Summary of changes
15/10/24	✓ New Policy

MISSION STATEMENT

At Worksop Priory C of E Academy, our vision is to ensure that, during their time in our Academy, all of our pupils are well prepared for the next stage of their lives, spiritually, academically and as fine citizens. We have high expectations for children, their families and our staff. Learners will flourish in a school family that is underpinned by Christian values, enabling them to build confidence, resilience and a sense of belonging.

They will live our school motto: Dream. Build. Grow.

Priory C of E Primary school is committed to ensuring this policy is actively implemented and is focussed on achieving positive outcomes. This policy will be implemented through day-to-day practice. The policy itself will be open to regular review both in terms of policy in practice and the evaluated impact it has upon members of the school community. It is intended that this policy sits alongside all other school policies and that the principles of equality are upheld in each one.

GUIDING PRINCIPLES

In fulfilling the legal obligations cited below, 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:

- 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
- whatever their sexual identity.

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:

- disability, so that reasonable adjustments are made
- ethnicity, so that different cultural backgrounds and experiences of prejudice are recognised
- gender, so that the different needs and experiences of girls and boys, and women and men, are recognised
- religion, belief or faith background
- sexual identity.

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 disabled people, good relations between disabled and non-disabled people, and an absence of harassment of disabled people
- 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 and girls, and women and men, and an absence of sexual and homophobic/trans-gender harassment.

Principle 4: We observe good equalities 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/paternity.

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:

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

Principle 6: We consult and involve widely

We engage with a range of groups and individuals to 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. Where they are associated with the school, we consult and involve:

- disabled people as well as non-disabled people from a range of ethnic, cultural and religious backgrounds
- both women and men, and girls and boys.
- people of all sexual orientations

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:

- disabled people as well as non-disabled
- people of a wide range of ethnic, cultural and religious backgrounds
- both women and men, girls and boys
- people of all sexual orientations

Principle 8: We base our practices on sound evidence

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

- disability
- ethnicity, religion and culture • gender.

Principle 9: Objectives

We formulate and publish specific and measurable objectives, based on the evidence we have collected and published (principle 8) and the engagement in which we have been involved (principle 7), in relation to:

- disability
- ethnicity, religion and culture • gender.

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

Every three years, accordingly, we draw up an action plan within the framework of the overall school improvement 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.

LEGAL FRAMEWORK

This policy has been developed in response to the Equality Act 2010 and replaces all previous policies relating to Race Equality, Gender Equality and Disability Equality.

We welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.

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 rights of people with disabilities and the Human Rights Act 1998.

This policy has been developed to help:-

- Eliminate unlawful discrimination, harassment, victimisation and other prohibited conduct
- Advance equality of opportunity between those who have a protected characteristic and those who do not
- Foster good relations between those who have a protected characteristic and those who do not

THE CURRICULUM/TEACHING AND LEARNING

Equality and diversity will be as embedded as far as is possible in all areas of the curriculum and pupils will be given opportunities to explore prejudice and discrimination, and to positively explore difference in relation to race/ethnicity, religion/belief, gender, disability etc. Each subject area will be kept under review by the designated subject leader, including a review of the curriculum related policies and practice in school. The school make a commitment to ensure resource materials reflect both the diversity of the school, local community and wider society as a whole. Detailed assessment of all children is collected on a termly basis and the progress/ specific needs of groups of children are analysed.

ETHOS AND ORGANISATION

Equality and diversity principles will run through all our day to day practices and be embedded in our policies, specifically in areas such as:-

- Admissions, induction and attendance
- Pupils' progress, attainment and achievement
- Pupils' personal development, welfare and well-being (linking to anti-bullying and safeguarding)
- Care, guidance and support
- Parental/carer involvement

- Working with the wider community and community cohesion
- Behaviour, discipline and exclusions (linking to SEAL)
- Teaching styles and strategies
- Staff recruitment, retention and professional development
- Inclusion (linking to curriculum, participation etc.)

ADDRESSING PREJUDICE AND PREJUDICE-RELATED BULLYING

As a school we are acutely aware of our legal obligations to eliminate discrimination and harassment and victimisation, as well as the duty to foster positive relations between groups and individuals.

We take our obligations seriously and our behaviour and complaints policies reflect this fundamentally. In line with good practice, the school shares information about the number, type and seriousness of incidents where equality has not been achieved, by reporting regularly to the governing body. Some staff have a specific pastoral role and as part of their work, monitor and address such issues.

ROLES AND RESPONSIBILITIES

The Governing Body is responsible for ensuring the school complies with the legislation, and the policy, the school's practice and related procedures and any action plans are implemented and regularly reviewed and monitored by the Pupil and Personnel Committee.

The Head Teacher is responsible for the overall implementation of the policy on a day to day basis, but this may be delegated as appropriate to a senior member of staff. The Head Teacher is responsible for taking appropriate action in any cases of unlawful discrimination; and for ensuring that **all** staff are aware of their responsibilities under the legislation and that they are given appropriate training and support to meet these responsibilities.

All staff have a responsibility to keep up-to-date with equalities legislation relevant to their work, and must support the ethos of the school through their actions. They are expected to undertake all their work activities mindful of equalities issues, including planning, assessment, and individual support for pupils and groups of pupils. They should demonstrate an awareness of specific individual needs and promote respect for diversity. They should know how to respond to and deal with any prejudice-related incidents which occur.

INFORMATION AND RESOURCES

Staff and Governors are all involved in the writing and agreement of this policy. A copy is held in the school office, whilst an electronic version is available on the school website for public access. The school will collect and publish appropriate and

relevant equality information as specified under the specific duty on public bodies in the Equality Act 2010. Such examples will often include (broken down by protected characteristics) profile of pupils on roll; attainment data; attendance data; exclusions data; hate incidents etc. This information will be shared with staff, Governors and the Local Authority where applicable.

BREACHES OF THE POLICY

Breaches of the policy will be dealt with in the same way that breaches of other school policies are dealt with, as determined by the Headteacher and the Governing body.