

# Aspley Guise Lower School

*Growing Together, Aiming High*



## Equality Policy

**Date Ratified: November 2019**

**Review Date: November 2022**

## 1 Introduction

The Equality Act 2010 replaced all existing equality legislation and provides a single, consolidated source of discrimination law, covering all the types of discrimination that are unlawful.

The aim of this policy is to ensure that Aspley Guise Lower School:-

- a) Complies with its duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to disability, ethnicity, gender, religion and belief and sexual orientation.
- b) Complies with its duty under the Education & Inspections Act 2006 to promote community cohesion, i.e. developing good relations across different cultures and groups.
- c) Promotes understanding that these duties reflect the international human rights standards as expressed in the UN Convention on Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998

## 2 Vision and Values

Our school is a happy, unified and secure community based on firm values in which children and adults learn, grow and work hard to achieve success.

As a village school we value every member of our school community. We are fully committed to ensuring that all pupils and members of staff have the opportunity to fulfil their potential whatever their background, identity and circumstances. We are committed to creating a community that recognises and celebrates difference within a culture of respect and co-operation. We appreciate that a culture which promotes equality will create a positive environment and a shared sense of belonging for all who work, learn and use the services of our school. We recognise that equality will only be achieved by the whole school community working together – our pupils, staff, governors and parents/carers.

## 3 School Context

Aspley Guise Lower School is a successful village primary school which was judged to be outstanding at the last Ofsted inspection. It has a published admission number of 27 and in October 2019 had 133 children on roll. Nearly all pupils are from a White British background. Very small numbers from a range of minority ethnic groups also attend. The school has below average percentages of pupils have free school meals, experience learning difficulties and/or disabilities or have a statement of special educational need. Pupils' attainment on entry in EYFS is slightly above national average.

## 4 Legal Obligations

Our school is committed to meeting the public sector equality duties under the Equality Act. This policy sets out how our practices and procedures meet both the requirements of the general and the school specific duties.

The general duty requires us to:

- **Eliminate discrimination**, harassment, victimisation and any other conduct that is prohibited by or under this 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

The specific duties require us to:

- Publish annually information quantitative and qualitative, showing compliance with the public sector equality duty (PSED) set out in clause 149 of the Equality Act 2010.
- To set every four years one or more specific measurable equality objectives that further the aims of the equality duty.

#### *Protected Characteristics*

The Equality Act 2010 protects pupils from discrimination and harassment based on protected characteristics. For the purposes of our school provision the protected characteristics are:

- age (for staff only)
- disability
- ethnicity and race
- gender (sex)
- gender identity and reassignment
- pregnancy, maternity and breast feeding
- religion and belief
- sexual orientation

## **5 Guiding Principles**

In fulfilling our legal obligations, we are guided by nine principles.

### **1) 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

### **2) 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 implement accessibility plans which are aimed at:

- Increasing the extent to which disabled pupils can participate in the curriculum;
- Improving the physical environment to enable disabled pupils to take better advantage of education, benefits, facilities and services provided;
- Improving the availability of accessible information to disabled pupils.
- Gender (including transgender) – we recognise that girls and boys, men and women have different needs
- Religion and belief – we note that reasonable requests in relation to religious observance and practice may need to be made and complied with
- Ethnicity and race – we note that all have different experiences as a result of our ethnic and racial backgrounds
- 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
- Adoption, pregnancy, paternity and maternity – we believe that our staff, parents and carers should not experience any unfair disadvantage as a result of these matters

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

### **4) 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).

### **5) We aim to reduce and remove inequalities and barriers that already exist**

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.

### **6) We consult and involve to ensure views are heard**

In our development of policies, we try to, where possible, 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. Where necessary, we will consult more widely with specific groups.

## **7) 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.

## **8) 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.

## **9) 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 7).

We will set ourselves new objectives every four years, but keep them under review and report annually on progress towards achieving them.

## **6 Application of the principles within this policy statement:**

The principles outlined in the policy statement will be applied and reflected in:

- The delivery of the school curriculum
- The teaching and learning within the school
- Our practice in relation to pupil progress, attainment and achievement
- Our teaching styles and strategies
- Our policies and practice in relation to admissions and attendance
- Our policies and practice in relation to staff
- Our care, guidance and support to pupils, their families and staff
- Our policies and practice in relation to pupil behaviour, discipline and exclusions
- Our partnership working with parents and carers
- Our contact with the wider school community

## **7 Addressing prejudice and prejudice-related bullying**

The school is opposed to all forms of prejudice including, but not limited to prejudice related to protected characteristics.

There is guidance in the staff handbook on how prejudice-related incidents should be identified, assessed, recorded and dealt with.

We keep a record of prejudice-related incidents and, if requested, provide a report to the local authority about the numbers, types and seriousness of prejudice-related incidents at our school and how they are dealt with.

## **8 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.

The Headteacher, retains overall responsibility for ensuring that the action plan is delivered effectively. He will ensure that the governors receive an annual report on the impact of the implementation of this policy and its associated action plan.

All staff are responsible for delivering the scheme both as employees and as it relates to their area of work.

In particular 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 in paragraph 4 above 5
- support pupils in their class for whom English is an additional language
- keep up-to-date with equalities legislation relevant to their work.

## **9 Monitoring and Review**

We have aligned the school equality scheme with the School Development Plan. We will monitor its implementation within the school's self-evaluation and other review processes using quantitative and qualitative data, and making adjustments as appropriate.