



ELTHAM

CHURCH OF ENGLAND
PRIMARY SCHOOL

SINCE 1814

EQUALITY POLICY

Reviewed by: Matthew Wills
Reviewed: February 2024
Next review: September 2025



Act Justly, Love Mercy, Walk humbly with your God : Micha 6v8

Introduction

Our school will be guided by Christian principles and act with integrity, objectivity and honesty in the best interest of pupils and staff. We nurture supportive and happy relationships throughout the school so that children look forward to coming to school and feel valued by those around them. We have high expectations of everyone and believe every child can and should achieve. Our School Values are:

- Love
- Resilience
- Forgiveness
- Understanding
- Enthusiasm
- Respect

Objectives: 2021-2025

	Objective one	Objective two	Objective three
What	To increase staff's understanding of the Equality Act and its implications on a day to day basis	To increase the % of pupils entitled to pupil premium who achieved the expected standard from 2019 figures	To ensure a high level of respect for different cultures, religions and family experiences and backgrounds, using opportunities in the curriculum to celebrate our richness and diversity
Why	To reduce/remove inequalities in attainment throughout the school	To improve outcomes for pupil premium pupils	To ensure a cohesive school community, equipping our pupils to challenge negative events/beliefs and to celebrate diversity
How	Deliver CPD Monitor planning and resourcing Promote through CW, SRE and CC Apply and monitor behaviour policy	Monitor provision for PP children Monitor outcomes Organise interventions	Promote school vision and values Use RE and CW positively to promote respect, tolerance and understanding Tackle any offensive derogatory and discriminatory language, behaviour or actions To respond to significant news events in a considered manner, allowing children to develop their own opinions and reasons for the same

Responsibilities

It is expected that all staff, pupils and adults will pay due regard to the feelings of others and their needs and will implement this policy to the best of their ability. A spirit of fairness and openness will be encouraged and negative stereotyping is prohibited.

In accordance with the Equality Act 2010 we recognise the need to eliminate unlawful discrimination, to advance equality of opportunity and to foster good relations between people who have particular protected characteristics and those who do not.

The protected characteristics are:

- age
- disability
- race including colour, nationality, ethnic or national origin
- being or becoming a transsexual person
- being married or in a civil partnership
- being pregnant or on maternity leave
- religion, belief or lack of religion/belief
- sex
- sexual orientation

School Staff

All school staff are responsible for:

- setting an example to pupils in terms of their treatment of one another and by displaying tolerance and understanding towards the beliefs and cultures of others
- ensuring that policies and procedures are implemented
- being vigilant for incidents of racism, sexism, homophobia, transphobia and other forms of prejudice and acting upon them
- referring incidents and concerns, where appropriate, to the Headteacher or Designated Safeguard Lead (DSL).
- encouraging pupils to try new activities that challenge stereotypical roles and prejudices.

Teachers

Teachers are responsible for:

- ensuring the implementation of this policy to the best of their ability within the classroom and in their own dealings with staff, pupils and the school community
- contributing to discussions about equal opportunity issues and monitoring their own procedures and routines to ensure that pupils are treated equitably
- referring incidents and concerns, where appropriate, to the Headteacher or Designated Safeguard Lead (DSL).

Headteacher

The Headteacher is responsible for:

- ensuring the place of equal opportunities within the school improvement plan (SIP)
- reporting the success of the school in promoting equal opportunities to governors on a regular basis
- monitoring incidents of racism, bullying and other inappropriate behaviour
- coordinating the curriculum in conjunction with subject leaders to ensure equality of opportunity is represented across the curriculum
- providing opportunity for resources to be ordered to support the promotion of equality
- continuing to monitor and formulate accessibility plans in conjunction with the governing body
- continuing to monitor the progress of actions identified on the equality objectives

Governing body

The governing body is responsible for:

- ensuring that equality objectives and data are published and shared through the school website
- assessing the impact of the objectives
- making reasonable adjustments if the premises or employment arrangements limit access to particular community groups or individuals on the basis of disability or gender

Pupil attainment and progress

We recognise that avoiding discrimination and promoting equality supports the agenda of improving attainment and progression for **all** pupils. Good education and skills are crucial for opening up opportunities and increasing the chance of a successful life.

All groups of pupils in the school are carefully monitored to ensure that they make the progress expected and achieve their targets. Teaching staff monitor the progress of pupils they teach. Pupil progress meetings with class teachers enable staff to identify any pupils who are falling behind and need additional support. In some cases, this will be individual support; in others, it will be an intervention programme as part of a group. Barriers to learning such as difficulties with attendance and/or family circumstances are addressed.

In some cases, progress meetings may identify difficulties for a group of students and where this is the case, a collective response will be used to address the needs of the children. Using a variety of data sources including government data and the school's own assessment data, the performance of all groups of students is carefully analysed. Any conclusions drawn from this are shared with the governing body and members of staff. This information is then used to inform the school improvement plan.

Curriculum

We provide a stimulating, relevant and exciting curriculum that motivates and enthuses pupils. Diversity is celebrated within our school community and the wider world and our unique curriculum helps to develop pupil's confidence in their individual identity. We strive to promote equality in all we do and sometimes use examples of where this has not been the case in the past to support learning and promote tolerance. These elements are carefully chosen, delivered sensitively and at an appropriate stage. Planning takes account of the need for differentiation to provide full access for pupils with a range of varying needs.

Issues Specific to Disability

The school is committed to promoting disability equality and that disabled pupils can access the full curriculum. We provide a range of additional support, such as:

- carrying out a detailed assessment of the pupil's needs to inform action planning
- intervention groups targeting specific needs
- additional resources to support learning and develop skills
- differentiated work
- support from teaching assistants
- specialist equipment if required

We work closely with parents, pupils and other professionals including occupational therapists, speech & language therapists and educational psychologists in helping to include all pupils.

Issues Specific to Race Equality

The school is committed to tackling racial discrimination and to encouraging good race relations. Under the Race Relations Act 2000 and the Equality Act 2010 there is a statutory duty to tackle racial discrimination. The school aims to prepare children for life in a multi-cultural society and to encourage appreciation of the benefits that diversity brings.

The school takes very seriously any allegation of racism and these are formally recorded and shared with Governors. Following the Macpherson Report, we define a racist incident as any incident which is perceived to be racist by the victim or any other person. The school procedures for recording and handling racist incidents can be found in our Behaviour Management Policy. This is reviewed annually. All members of staff are made aware of these procedures and they are provided for with our Staff Handbook.

The curriculum is the main way in which an understanding of other races can be communicated. At Eltham, we have produced an Equality Curriculum Map which shows how diversity, identity and Black history is embedded into our curriculum. This is updated annually in line with our curriculum review process.

Eltham has also built a capacity to respond to local and national events and give children the time and space in the curriculum to understand, question and develop their own viewpoints on the world around them. Their ability to discern, think critically and engage in a considered way is our goal. Hopefully it has also given them the sense that positive change can be made but painful truths may need to be acknowledged.

Issues Specific to Gender Equality

All girls and boys at Eltham will be offered opportunity to study and participate in the same curriculum activities. Teachers should have equal expectations of the children's ability irrespective of gender. Boys and girls will be expected to share equally a variety of task in and around the school including moving objects, washing up and tidying classrooms. The school will challenge perceptions that promote gender stereotyping.

Issues Specific to Lesbian, Gay, Bisexual and Transgender (LGBT) Equality

Lesbian, Gay, Bisexual and Transgender young people have the same needs as all other young people; to feel safe, included and able to fulfil their potential. Everyone in Eltham is involved in creating an atmosphere where everyone feels they can be themselves. Procedures for dealing with allegations of homophobic and transphobic bullying can be found in our Behaviour Management Policy.

Resources

Teaching resources are prepared and selected that are free from gender or cultural bias, where possible. Appropriateness and relevance is regularly reviewed and adjustments made accordingly. CPD is used to address training needs and to promote discussion/challenge.

Listening to our Pupils

A Student Voice committee is established within the school and provides a forum for pupils' views to be raised. However, this is only one way in which we enable our pupils' views to be shared. Our pupil's voice forms an integral part of our quality assurance processes within school and can alert us to issues relevant to particular groups within the school, allowing a timely response to be made.

Involving Parents, Carers and the Local Community

We seek to involve as many parents and members of the local community in our school as possible. We encourage active involvement through:

- written communications, such as newsletters and parent mails
- an open-door policy with the Headteacher / Deputy Headteachers
- Parents' and Open evenings
- fundraising and community events
- attendance at and participation in performance and church events
- availability of the Headteacher/Deputy Headteachers to meet parents at the start and end of the day
- parental views questionnaires
- Election of parent governors

School Procedures – Special Considerations

Home circumstances have an effect upon pupils' experiences in school. We take into account the differences that exist and that may place extra pressure on particular pupils at particular times. Special factors that need consideration include:

- the effect that bereavements and illness can have on a family
- the impact of homework when pupils have commitments after school for religious observance
- the difficulties that some pupils experience in finding quiet zones to complete homework
- parents' difficulties with literacy and numeracy
- any faith or belief related implications for the curriculum
- requests for money for trips, charities and other extras that might cause difficulties for parents
- the particular circumstances of some families that might make holidays necessary in term time.

We address these considerations through:

- providing parents and carers with early notice of trips and additional activities
- keeping the cost of any trips as low as possible
- providing a fund to top up trips where insufficient funds can be raised
- ensuring that school catering provides for different dietary requirements
- providing appropriate training of staff to ensure that they understand any special requirements of the school community
- drawing up accessibility plans to help us ensure that the school provides physical access for all
- providing support for pupils with regard to homework tasks

Policy Review

This policy will be reviewed by the Governing Body annually, along with the Equality Objectives and supporting data.

Appendix 1: Key equalities legislation

Equal Pay Act 1970

Entitles an individual to the same contractual pay and benefits as a person of the opposite sex working in the same employment and doing equal work or equal value.

Sex Discrimination Act 1975

Prohibits sex discrimination against individuals in the areas of employment, education, and in the provision of goods, facilities, services and premises.

Race Relations Act 1976

Makes discrimination on the grounds of race unlawful in the areas of employment, provision of goods, facilities, services and premises.

Disability Discrimination Act 1995

Prohibits discrimination against disabled people in the areas of employment, provision of goods, facilities, services and premises, education and transport.

Human Rights Act 1998

Places a duty on public authorities to act in a way that is compatible with the European Courts on Human Rights. Public service employees and private citizens may sue the public authority for damages should they feel that these rights have been breached.

Sex Discrimination (Gender Reassignment) Regulations 1999

Provides protection from discrimination to those who have undergone, are currently undergoing, or intend to undergo, gender reassignment on the grounds of sex, in matters of pay and treatment in employment and vocational training.

Race Relations Amendment Act 2000

Places a general duty on public authorities to promote race equality throughout all their functions.

Part Time Workers Regulations 2000

Ensures that all part time workers are entitled to equal terms and conditions of employment as full time workers.

Employment Equality (Religion/Belief) Regulations 2003

Make it unlawful for an employer to discriminate against or harass a job applicant or employee on grounds of religion/belief (defined as any religion, religious belief or similar philosophical belief).

Employment Equality (Sexual Orientation) Regulations 2003

Make it unlawful for an employer to discriminate against or harass a job applicant or employee on grounds of their sexual orientation or perceived sexual orientation (defined as sexual orientation towards persons of the same sex, opposite sex or same sex and opposite sex).

Disability Discrimination Act (Amendment) regulations 2003

All employees and service providers have to make reasonable adjustments to physical features of their premises to overcome barriers to access.

Civil Partnership Act 2004

Allows same sex couples to make a formal, legal commitment to each other by forming a civil partnership providing them with the same rights and responsibilities as opposite sex couples who enter into a civil marriage.

Gender Recognition Act 2004

Allows transsexual people to apply for full legal recognition in their acquired gender. The Act also defines an individual's gender history as protected information, prohibiting employers from disclosing it.

Employment Equality (Age) Regulations 2006

Prohibits discrimination on grounds of age in employment and training and provides greater rights for employees with regard to requesting to work beyond normal retirement age.

Equality Act 2006

Includes the creation of the Equality and Human Rights Commission. The Act makes it unlawful to discriminate on grounds of religion or belief or sexual orientation in the provision of goods, facilities and services, the management of premises, education and the exercise of public functions. It also places a positive duty on public authorities to promote equality between genders throughout all their functions.

Equality Act 2010

The Equality Act 2010 legally protects people from discrimination in the workplace and in wider society. It replaced previous anti-discrimination laws with a single Act, making the law easier to understand and strengthening protection in some situations. It sets out the different ways in which it's unlawful to treat someone.