



Dale Community Primary and Stonehill Nursery Federation

Equality Policy

Head Teacher: Louise Foster
Chair of Governors: Diane Williams
Policy Approved by: Governors Behaviour and Safety Committee

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EQUALITY

Vision

At Dale Community Primary School and Stonehill Nursery School, we believe that all children should be guaranteed equal access to a broad and balanced curriculum regardless of gender, sexual orientation, race, culture, religion, social class, disability or special educational need. Both children and adults should expect to be treated fairly and have the same entitlement as every other child or person.

Aims

Our school aims to meet its obligations under the public sector equality duty by having due regard to the need to:

- Eliminate discrimination, harassment, victimization and any other conduct that is prohibited by the Equality Act 2010
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it

The nine protected characteristics are:

- age
- disability,
- gender reassignment (transgender)
- marriage / civil partnership
- pregnancy / maternity
- race
- religion and belief (and having no belief)
- sex (gender)
- sexual orientation

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.](#)

Roles and responsibilities

The governing board will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, pupils and parents
- Ensure that the published equality information is updated at least every year, and that the objectives are reviewed and updated at least every 4 years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the head teacher

The head teacher will:

- Promote knowledge and understanding of the equality objectives amongst staff and pupils
- Monitor success in achieving the objectives and report back to governors

All school staff are expected to have regard to this document and to work to achieve the objectives as set out in section 8.

How we show due regard:

Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010

The school aims to eliminate discrimination through:

- Where relevant, referencing the importance of avoiding discrimination and other prohibited conduct in policies
- Analysing the attendance of specific groups linked to disability, race etc.
- Analysing behaviour incidents of specific groups linked to disability, race etc.

Advance equality of opportunity between people who share a protected characteristic and people who do not share it

The school aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people which are connected to a particular characteristic they have e.g. pupils with disabilities being subjected to bullying
- Supporting all pupils to access the curriculum by making reasonable adjustments e.g. adult support, provision of equipment
- Taking steps to meet the particular needs of people who have a particular characteristic e.g. full participation in a school visit
- Encouraging people who have a particular characteristic to participate fully in any activities e.g. encouraging all pupils to be involved in the full range of school clubs

In fulfilling this aspect of the duty, the school will:

- Publish attainment data each academic year showing how pupils with different characteristics are performing
- Analyse the above data to determine strengths and areas for improvement,

- implement actions in response and publish this information
- Make evidence available identifying improvements for specific groups
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils

Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it

The school aims to foster good relations by:

- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE, citizenship and personal, social, health and economic (PSHE) education, but also activities in other curriculum areas. For example, as part of teaching and learning in English/reading, pupils will be introduced to literature from a range of cultures
- Following a restorative justice approach as outlined in the Behaviour Policy
- Holding assemblies dealing with relevant issues. Pupils will be encouraged to take a lead in such assemblies and we will also invite external speakers to contribute
- Working with our local community. This includes inviting leaders of local faith groups to speak at assemblies, and organising school trips and activities based around the local community
- Making links with schools in contrasting localities

Equality considerations in decision-making

The school ensures it has due regard to equality considerations whenever significant decisions are made and assesses whether decisions may have particular implications for people with particular protected characteristics

The school always considers the impact of significant decisions on particular groups before or at the time of the decision making process. For example, when a school trip or activity is being planned, the school considers whether the trip:

- Cuts across any religious holidays
- Is accessible to pupils with disabilities
- Has equivalent facilities for boys and girls

Staffing

We encourage applications from staff from a range of cultural and ethnic backgrounds. All members of staff have fair access to training and development opportunities. Equal pay legislation is adhered to. All staff and volunteers are expected to be aware of this policy and the procedures related to it.

Bullying and Diversity incidents

We believe all pupils should be safe and feel valued for themselves, whatever characteristics they may have. Bullying and harassment of pupils, staff, parents or visitors on the basis of their identity (including a perceived character and by association with a protected characteristic) is unacceptable. Incidents will be logged, investigated and

appropriate actions taken to prevent future incidents and to support the victim as outlined in the school's Anti-Bullying Policy.

Breaches of Policy

Dale Primary and Stonehill Nursery Federation views any form of discrimination as a serious act of misconduct. Any allegation of a breach will be investigated by the Head Teacher or where appropriate the governing body. This may lead to disciplinary or other appropriate action being taken.

Diversity Complaints

Our school takes seriously all complaints; where a complaint is related to equality / diversity issues, the school procedure for dealing with complaints will apply. This procedure will be made accessible through the school website or will be made available in an alternative format as requested. Complaints should be made to the Head Teacher or the Chair of Governors.

Monitoring

Although the governing body and the head teacher are ultimately responsible for ensuring that discrimination does not occur, ALL employees 'have a responsibility to carry out their duties in accordance with this policy and work within statutory requirements.

Further information and guidance on equalities can be found in the following school policies/documents:

- Whistleblowing policy
- Race Equality policy
- Relationships and Health Education policy
- Equality Objectives