

## EQUALITY POLICY

On 1 October 2010, the Equality Act 2010 replaced all existing equality legislation such as the Race Relations Act, Disability Discrimination Act and Sex Discrimination Act. The three previous equality duties on schools (race, disability and gender) have been combined into a less bureaucratic and more outcome-focused duties covering an expanded number of protected characteristics.

This policy sets out how our schools promote equality and meet the statutory duties detailed in the Equality Act 2010 and the Children and Families Act 2014.

## OUR VALUES

Our values of love, kindness, hope and peace permeate school life and guide us all in our day to day actions and interactions. This policy reflects those values and has been written with them in mind.



More information about our vision and values is available on the homepage of our school website.

## OUR AIM

We aim, as a school, to produce a safe and secure environment where all can learn, explore and grow without anxiety and where there is mutual respect for other people and the environment. We are committed to promoting respect and equality across all protected characteristics, including sexual orientation and gender identity, and preparing pupils for life in diverse 21st Century Britain. We tackle discrimination quickly and firmly and strive to make equality of opportunity a reality for our children. This policy is underpinned by the core belief that all children belong to their local community and share the same rights to membership of that community and a quality education.

## PROTECTED CHARACTERISTICS

It is unlawful for a school to discriminate against a pupil or prospective pupil by treating them less favourably because of the following protected characteristics:

- sex
- race
- disability
- religion or belief
- sexual orientation
- gender reassignment
- pregnancy or maternity

It is also unlawful to discriminate because of the sex, race, disability, religion or belief, sexual orientation or gender reassignment of another person with whom a pupil is associated. It is also unlawful to discriminate because of a characteristic which you think a person has, even if you are mistaken.

## OUR OBJECTIVES

We recognise and pay attention to the different groups of learners within our schools:

- Males and females
- Learners with different sexual orientations and gender identities (including LGBT)
- Minority ethnic and faith groups
- Learners with English as an additional language
- Learners with special educational needs
- Learners with a disability
- Learners who are at risk of disaffection or exclusion.

This policy summarises our approach in ensuring equality for all:

- To ensure that all learners have equal access to a rich, broad, balanced and relevant curriculum.
- To advance equality of opportunity by ensuring that teaching, learning and the curriculum promote equality, celebrate diversity and promote community cohesion by fostering good relations.
- To eliminate any discrimination, harassment and victimisation.
- To ensure that no-one is unfairly or illegally disadvantaged as a consequence of their age, disability, gender, gender-identity, sexual orientation, colour, race, ethnic or national origin, disability or religious beliefs.
- To recognise and celebrate diversity within our community whilst promoting community cohesion.
- To ensure that this policy is applied to all we do.
- To ensure that pupils and parents are fully involved in the provision made by the school.
- To ensure that within the school budget, adequate funding is provided to underpin this policy and that positive intervention and preventative action is funded where necessary.

## GOOD PRACTICE

- We strive to achieve a cohesive community and expect that children respect one another and behave with respect to one another, and that their parents feel fully engaged in the school.
- We aim to enhance a wider sense of community locally, as well as in the context of the UK and the World communities.
- We support the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998. Through our policies and actions we undertake to ensure that every child and young person is healthy, safe, is able to enjoy and achieve in their learning experience, and is able to contribute to the wider community.
- Our school records all prejudice based and hate incidents and reports them to the Local Authority, in line with the guidance, which can be found at: <http://cyps.northyorks.gov.uk/equalities-and-diversity>. Pupils and staff are encouraged to report incidents and the school responds effectively, aiming to eliminate all forms of discrimination and prejudiced based incidents. We also monitor and log bullying incidents.

## STRATEGIES

- Monitoring, evaluation and review carried out by teachers and the headteacher will ensure that procedures and practices within the school reflect the objectives of this policy.
- Parents and governors will be involved and consulted about the provision being offered by the school.
- Teachers will ensure that the teaching and learning takes account of this policy.
- Opportunities to teach diversity within our school and the wider community will be viewed positively by all.
- Diversity will be recognised as a positive, rich resource for teaching, learning and the curriculum.
- Professional development opportunities will be provided for staff to provide them with the knowledge, skills and understanding they need to meet the requirements of this policy.
- Contributions will be sought from parents and others to enrich teaching, learning and the curriculum.
- The positive achievements of all pupils will be celebrated and recognised.

## OTHER POLICIES

Our behaviour policy, SEND policy and accessibility plan detail how provision is made to support all learners and to create an inclusive learning environment.

## MONITORING OUTCOMES

Outcomes for pupils are analysed against social identity issues, i.e. gender, ethnicity, disability, faith background, and aspects of vulnerability identified by the school. This is compared with the outcomes made for all pupils. The Growing Up in North Yorkshire Survey enables us to analyse strengths and areas for development in other aspects of pupils' lives e.g. feeling safe, adopting healthy lifestyles. Pupils' wellbeing and involvement in extracurricular activities is monitored by class teachers, PE leaders and the headteacher. These processes form part of the schools' equality impact assessment to determine the impact of our provision on improving outcomes for identified pupils.

## EQUALITY OBJECTIVES 2024 / 2025

The Equality Act 2010 requires schools to publish specific and measurable equality objectives. Our equality objectives are based on our analysis of data and other evidence. Our equality objectives focus on those areas where we have agreed to take action to improve equality and tackle disadvantages.

Our equality objectives for this year are:

- To minimise the attainment gap between disadvantaged pupils and other pupils.
- To monitor engagement in school sport opportunities both during the school day and at after school clubs, to maximise involvement by all pupils.
- To increase the frequency of parent meetings, improving communication between school and home.
- To review the way information is presented to parents to ensure that it is accessible.
- To significantly part fund or fully fund the cost of residential experiences for KS2 pupils and school visits for KS1 pupils, making them accessible for all families.

We will regularly review the progress we are making to meet our equality objectives and will update them annually.

## ROLES AND RESPONSIBILITIES

The Headteacher will:

- ensure that staff and parents are informed about the equality policy;
- ensure that the policy is implemented effectively;
- manage any day to day issues arising from the policy whether for pupils or for the school as an employer;
- ensure staff have access to training which helps to implement the policy;
- liaise with external agencies regarding the policy so that the school's actions are in line with the best advice available;
- include the action plans arising from the scheme in the School Development Plan;
- monitor and report to the Governing Body at least annually, on the effectiveness of the policy;
- provide appropriate support and monitoring for all pupils and specific and targeted pupils to whom the scheme has direct relevance, with assistance from relevant agencies.

The Governing Body will:

- ensure that the school complies with all relevant equalities legislation;
- recommend all governors receive up to date training in all the equalities and SEND duties;
- designate a governor with specific responsibility for the equality policy (SEND governor);
- ensure that the action plans arising from the scheme are part of the School Development Plan;
- support the Headteacher in implementing any actions necessary;
- inform and consult with parents about the scheme;
- evaluate and review the action every three years;
- evaluate the action plan annually;
- publish information at least annually;
- publish equality objectives every four years.

People with specific responsibilities (named):

- The SENCo is responsible for maintaining and sharing with all the staff those vulnerable pupils and how their needs will be met;
- The Headteacher is responsible for ensuring the specific needs of staff members are addressed;
- The Headteacher and SENCo are responsible for gathering and analysing the information on outcomes of vulnerable pupils and staff;
- The Headteacher is responsible for monitoring the response to reported incidents of a discriminatory nature;
- The nominated SEND governor is responsible for ensuring the publishing of the SEN information report.

Parents will:

- have access to the policy;
- be encouraged to support the policy;
- have the opportunity to attend contribute to the development of the policy;
- have the right to a personalised approach to meeting additional needs and a right to have their views taken into account;
- have the right to be informed of any incident related to this scheme which could directly affect their child.

School staff will:

- accept that this is a whole school matter and support the policy;
- make known any queries or training requirements;
- know how to deal with incidents of concern, including bullying and how to identify and challenge bias and stereotyping;
- know procedures for reporting incidents of racism, harassment or other forms of discrimination;
- not discriminate on racial, disability or other grounds;
- keep themselves up to date with relevant legislation and attend training and information events organised by the school or LA;
- ensure that pupils from all groups are included in all activities and have full access to the curriculum;
- promote equality and diversity through teaching and through relations with pupils, staff, parents, and the wider community.

Pupils will:

- be encouraged to express their views and contribute where possible to the formulation of policies
- be made aware of any relevant part of the policy, appropriate to age and ability;
- be expected to act in accordance with any relevant part of the policy
- experience a curriculum and environment which is respectful of diversity and difference and prepares them well for life in a diverse society;
- understand the importance of reporting discriminatory bullying and racially motivated incidents;
- ensure the peer support programme within the school promotes understanding and supports pupils who are experiencing discrimination.

Visitors and contractors are responsible for complying with the school's Equality Scheme – non-compliance will be dealt with by the Headteacher.

**MECHANISMS FOR INVOLVEMENT**

The equality policy and objectives must be informed by the involvement of all participants (pupils, parents, school staff, governors, external agencies). It is important to gain the insights into the barriers faced by people from different social identity backgrounds.

Views of pupils	Views of staff	Views of parents
School council meetings Pupil meetings Individual meetings with pupils Worry boxes in each class Pupil questionnaires Growing Up in North Yorkshire Survey	Regular staff meetings Individual discussions with staff	Termly parent meetings Parent meetings as required Friends of School meetings Governing Body meetings Parent questionnaires

## FURTHER INFORMATION

DfE The Equality Act 2010 and schools: Departmental advice for school leaders, school staff, governing bodies and local authorities (May 2014, updated June 2018)

<https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools>

Equality and Human Rights Commission Guidance for schools

<http://www.equalityhumanrights.com/advice-and-guidance/education-providers-schools-guidance>

SEND Code of Practice

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

North Yorkshire guidance on dealing with and reporting prejudice based incidents and hate crimes in schools and settings.

<http://cyps.northyorks.gov.uk/equalities-and-diversity>

## CONTACTING NYC

Website

[www.northyorks.gov.uk](http://www.northyorks.gov.uk)

Telephone

0300 131 2131

Opening hours are Monday and Tuesday 9am to 5pm; Wednesday 9.30am to 5pm; Thursday 9am to 5pm and Friday 9am to 4.30pm.

Post

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## POLICY REVIEW AND APPROVAL

This policy is monitored by the headteacher who reports to governors about the effectiveness of the policy on request.

This policy was approved by governors in summer term 2024. This policy will be reviewed annually.