

# Cotgrave Church of England Primary School



## EQUALITY POLICY

Reviewed	Spring 2015			
	Spring 2018			
	Spring 2019			
	Spring 2021			
	<b>Spring 2023</b>			



# Cotgrave Church of England Primary School

## Equality Policy

### **Actions for Governors:**

The governing body is responsible for ensuring that the school complies with the legislation, and that this policy, the school's practice and related procedures and any action plans are implemented and regularly reviewed and monitored. The Curriculum and Children Committee will be mainly responsible for this monitoring.

### Introduction

Cotgrave Church of England Primary School, as a school with a Christian foundation, takes a biblical view of equality. We recognise that we are equal in worth and dignity, equally made in God's image, but that God has made us different, and has given his creation a colourful diversity in appearance, temperament, personality and capacities. Our policy links with the national Church of England Vision for Education (Autumn 2016) and Valuing All God's Children (Autumn 2017) with particular reference to "community" and "dignity", "educating for living well together" and "educating for dignity and respect".

### Guiding Principles

In developing an equality policy, we have been 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 have a disability
- 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 people with a disability
- 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, homophobic, biphobic or transphobic harassment/bullying.

#### 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 have a disability
- 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.

#### 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. We consult and involve:

- Disabled people as well as non-disabled people from a range of ethnic, cultural and religious backgrounds, where possible
- Both women and men, and girls and boys.
- People of whatever sexual orientation, including people who are lesbian, gay, bisexual or trans.

#### 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 whatever sexual orientation, including people who are lesbian, gay, bisexual or trans.

#### 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
- Sexual orientation.

#### Principle 9: Objectives

We will 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
- Sexual orientation.

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

Every three years, accordingly, within the framework of the overall school improvement plan and processes of self-evaluation, we will set out specific equality objectives that we will pursue.

The objectives which we identify will take into account national and local priorities and issues, as appropriate. We will keep our equality objectives under review and report on progress towards achieving them.

### School Context

Cotgrave Church of England Primary School is situated within the village of Cotgrave and provides education for children from the village, with a small number of children from neighbouring communities. This setting is approximately six miles from the centre of Nottingham. The school has a maximum roll of 105. The vast majority of our pupils move on to South Nottinghamshire Academy, South Wolds Academy or Toot Hill School at the end of Key Stage Two.

The school realises its important position in the lives of individual children, families and the community as a whole. We have close links with the local churches and the wider community, organising events in association with them. Economic indicators for local wards demonstrate that the local community has a significantly higher incidence of child poverty (19%) than the immediate area and the wider borough. The school has a small percentage of children from a background other than white British. This makes it vital that we promote different cultures, anti-racism and prepare our children for the diverse nature of British society in the 21st century. We have a strong policy of inclusion that celebrates diversity.

### Mission Statement

Our mission is to help develop happy, confident, independent, caring young people who are enthusiastic about their achievements, excited about their future and who excel to reach their full potential, within an atmosphere of Christian love which encourages respect for others and a positive attitude to the world around.

### Long Term Equality Objectives

1. To continue to employ staff on their ability to perform the designated role effectively.
2. To continue to treat all children and adults with courtesy, respect, integrity and dignity.
3. To continue to ensure all children progress and achieve with equality.
4. To continue to challenge any type of intolerant attitude, comment or action that undermines the value or dignity of others.

### 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. It has been developed to help us meet the duty:-

- 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. 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. This aspect will be reviewed each time a policy is reviewed, including the resources available. We will make a commitment to ensure resource materials reflect both the diversity of the school, local community and wider society as a whole.

In terms of attainment and achievement, we will collect data through our Pupil Progress meetings three times a year. This data will be used to inform planning and provision to support individuals and groups of pupils. This process has been in place for many years.

## Ethos and Organisation

As mentioned before, our ethos is one based on total inclusion where every child and adult feels valued and is encouraged to try their best and achieve their full potential. Equality and diversity principles run through all our day to day practices and are embedded in all our policies, 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
- Teaching styles and strategies
- Staff recruitment, retention and professional development
- Inclusion (linking to curriculum, participation etc.)

These are closely linked to the Guiding Principles section at the beginning of this policy.

## Addressing Prejudice and Prejudice-Related Bullying

It is our legal obligation to eliminate discrimination, harassment and victimisation, as well as our duty to foster positive relations between groups and individuals. This will include how we deal with racist incidents: "A hate incident is any incident which is perceived by the victim or any other person to be motivated by the offender's prejudice against people because of their age, disability, gender, race, religion, sexual orientation or other reason."

As a school we take our obligations in this area very seriously and have procedures for dealing with such incidents. We report any racist incidents in line with Local Authority guidelines. Any such incidents, if they occur, are also reported to the governing body in the Head Teacher's termly report. We are also proactive in addressing issues around prejudice and bullying. This is done through the curriculum generally, with a particular focus within Personal, Social and Health Education.

## Roles and Responsibilities

The governing body is responsible for ensuring that the school complies with the legislation, and that this policy, the school's practice and related procedures and any action plans are implemented and regularly reviewed and monitored. The Curriculum and Children Committee will be mainly responsible for this monitoring.

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 also 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 should 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

There will be a link to this policy on the Key Information section of the school website and stakeholders will be notified of its location via the school newsletter.

We will use relevant equality information to inform our developing practice and the setting of our equality objectives. Such data and information might include the profile of pupils on roll, attainment data, attendance data, exclusions data, hate incidents etc. This will be published in the Head Teacher's report to governors.

### Staff Development and Training

We will ensure that staff across all sections of the community (teaching, support, midday, office staff etc) have their professional development needs met in relation to this agenda. This training will need to be refreshed on a regular basis. Through induction training for all staff we will ensure new and temporary staff are made aware of the school's policy and practices in relation to equality.

### Breaches of the Policy

Concerns/complaints about the implementation of the policy or any infringement of it will be dealt with through our normal complaints procedure. Initially this will be through the Head Teacher or the Chair of Governors.

### Monitoring and Evaluation

This policy will be reviewed yearly. We will use the data we collect to reflect on the objectives we have set and the impact of those objectives. This may then lead to an adaptation of the policy and our future actions.

### Review

All policies are subject to periodic evaluation and update.

Reviewed Spring Term 2023

