



Edith Cavell Primary School

Equality Policy

Signed: *G Bishop* Chair of Governors

Signed: *H Cooke* Headteacher

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EDITH CAVELL PRIMARY SCHOOL

EQUALITY POLICY

Statement of Intent

The Equality Act 2010 makes it unlawful for staff to discriminate directly or indirectly, or to harass staff or pupils and protects against discrimination on the grounds of gender, marital status, family status, age, disability, sexual orientation, race, religion, or membership of the traveller community.

Edith Cavell Primary School aims to create a culture of inclusion that respects and values each other's differences, that promotes dignity, equality and diversity, and that encourages those connected to the school to be proud of their identity and develop and maximise their true potential.

Everyone within the school community has a responsibility to ensure that this statement is adhered to. Senior Leaders in particular, should lead by example, identify any inappropriate behaviour when it happens and take prompt action to deal with inappropriate behaviour.

We aim to remove any barriers, bias or discrimination that prevents individuals or groups from realising their potential and contributing fully to our school's performance. In removing these barriers, we aim to develop a school culture that positively values diversity.

We are committed wherever practicable, to achieving and maintaining a workforce that broadly reflects the local community in which we operate.

Every possible step will be taken to ensure that individuals are treated fairly in all aspects of their employment, engagement or whilst volunteering at our school.

Safeguarding Children

Edith Cavell Primary School recognises it has a statutory duty under Section 175 of the Education Act 2002 to ensure arrangements are in place for safeguarding and promoting the welfare of children.

We recognise that children who are abused or witness violence may find it difficult to develop a sense of self-worth and that school may be the only stable, secure and predictable element in the lives of children at risk. Our school will endeavour to support these pupils by providing an ethos which promotes a positive, supportive and secure environment, providing a sense of being valued.

Our policy includes the whole school community: all teaching and non-teaching staff, governors, parents and volunteers working in our school.

At Edith Cavell we recognise our legal and ethical duty to keep pupils safe from radicalisation and extremism. As such we incorporate the principles of the PREVENT agenda into all practice including the curriculum. Additionally, we ensure that all speakers are carefully vetted by senior staff and that all material available in school, both electronic and otherwise, is suitable. We also ensure that sufficient training is in place so that all staff understand what radicalisation means and why people may be vulnerable to being drawn into terrorism as a consequence of it. Staff know what measures are available to prevent people from becoming drawn into terrorism and how to challenge the extremist ideology that can be associated with it. Any concerns are dealt with in line with our safeguarding policy working in conjunction with Bedfordshire Police and other agencies as appropriate.

Since the Equality Act 2010 came into effect in April 2011 there has no longer been a requirement that schools should draw up and publish equality schemes or policies. It is still good practice, however, for a school to make a statement about the principles according to which it reviews the impact on equalities of its policies and practices, and how it fulfils the specific duties to publish information and evidence. This policy has been modified in the light of the Equality Act 2010, and of the general and specific duties that the Act entails.

Legal framework

1. At Edith Cavell Primary, we welcome our duties under the Equality Act 2010 to

- eliminate discrimination,
- advance equality of opportunity and
- foster good relations

We understand the principle of the act, the work needed to ensure those with protected characteristics are not discriminated against and are given equality of opportunity. Protected characteristics make up the part of a person's identity that makes them who they are, such aspects or characteristics are protected from discrimination. Everyone in Britain is protected from unlawful behaviour by the Act.

The protected characteristics are as follows:

- age
- disability
- race
- sex
- gender reassignment
- maternity and pregnancy
- religion and belief
- sexual orientation
- marriage and civil partnership (for employees)

2. We welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.

3. We recognise that these duties reflect international human rights standards as expressed in 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 Guiding principles.

4. In fulfilling the legal obligations cited above, we are 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 are disabled
- 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 disabled people
- 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 and homophobic harassment.

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:

- whatever their age
- whether or not they are disabled
- 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
- both women and men, and both girls and boys
- gay people as well as straight

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, and both girls and boys
- gay people as well as straight.

Principle 8: We base our policies and practices on sound evidence.

We maintain and publish quantitative and qualitative information which shows our compliance with the public sector equality duty (PSED) set out in clause 149 of the Equality Act 2010, and on the basis of which we decide on specific and measurable objectives. **We will not publish any information that can specifically identify any individual.** Evidence relating to equalities is integrated into our self-evaluation documentation.

Principle 9: Measurable objectives

We formulate and publish specific and measurable objectives, based on the consultations we have conducted (principle 6) and the evidence we have collected and published (principle 8). The objectives which we identify take into account national and local priorities and issues, as appropriate. Our equality objectives are integrated into the school improvement plan. We keep our equality objectives under review and report annually on progress towards achieving them as part of the relevant Head teacher's report.

Implementation:

The curriculum

We keep each curriculum subject or area under review in order to ensure that teaching and learning reflect the principles set out above.

Equality priorities for Edith Cavell

Priority 1 – linked to Promotion of Equality, Diversity and Inclusion (Principle 1?)

OBJECTIVE: to ensure the school actively promotes and prioritises raising awareness, appreciation and celebration of diversity including gender, sexuality, race and religion.

Why we have chosen this objective: We recognise that our school community is beginning to become more representative of life in Modern Britain. We want our community to embrace the uniqueness of the human race more readily and to have the opportunity to explore a range of issues pertinent to the protected characteristics as part of their education provision.

To achieve this objective, we plan to: Use Jigsaw PSHE scheme to teach a broad range of skills while systematically developing children's inner worlds, empowering them as unique individuals enjoying positive relationships with self and others and thereby becoming self-regulating effective learners with agency. Classes also use carefully selected texts in other areas of the curriculum so that teachers are supported to explore key themes with their classes and develop their pupils' spiritual, moral, social and cultural understanding.

Intended Outcome: To raise awareness of the protected characteristics alongside key issues pertaining to Equality, Diversity and Inclusion.

Progress we are making towards this objective: Phase leaders to take The National College certificate in Equality Diversity & Inclusion which will allow them to develop a better understanding around legislation, the protected characteristics and unconscious biases within their phases.

Vision and values statement – PHSE & RSE curriculum, celebration of festivals.

Recent Ofsted report – "Respect and tolerance are evident in all relationships." and the children "learn about values such as democracy and visit different places of worship in the local community. This encourages tolerance, understanding and acceptance."

Priority 2: Linked to Pupil Attainment and Progress/Gender, Race and Disadvantage (Principle 2?)

OBJECTIVE: To monitor and analyse pupil achievement by race, gender and disability and act on any trends or patterns in the data that require additional support for pupils.

Why we have chosen this objective: Our internal data, which is discussed termly at Pupil Progress Meetings, indicates that there is an inequality of attainment/progress across KS1 and KS2 for certain groups in relation to their starting points.

To achieve this objective, we plan to: Track the progress of all groups throughout the year. Appropriate support is targeted where necessary to ensure that all groups make

at least good progress. Targeted interventions will be tracked to ensure pupils make progress to align with their peers. Effectively utilise funding streams such as Pupil Premium Grant and Catch Up/Recovery Premiums to focus upon EEF recommended strategies (Teaching and Whole School Strategies, Targeted Support and Wider Strategies e.g. Fluency Reading Project). Implement PPG and Catch Up/Recovery Strategy Statements successfully through regular monitoring, ensuring they have the desired impact upon pupils.

Intended Outcome: Data analysis will show equality of attainment/progress for all groups in relation to their starting points. The gap between the attainment of disadvantaged and all pupils closes.

Progress we are making towards this objective:

We have employed an Academic mentor to work with targeted groups of children on objects set by the class teacher to close the gap.

Priority 3: Linked to Pupil Attendance/Pupil Premium, EAL and pupils with SEND

OBJECTIVE: To explore and understand the reasons for the disproportionately higher absentee levels of pupils eligible to FSM, EAL, and those with SEND and begin to improve the attendance rates of these pupils.

Why we have chosen this objective: Our school's attendance figures show that at least a third of pupils with less than 95% attendance are either PP Pupils, EAL or pupils with SEND of a combination of two or three of these groups, compared to those of their peers with none of these factors.

To achieve this objective, we plan to: Consult with those in our school community who are impacted by this - particularly make sure that parents/carers are involved and also specialist services. Identify best practice from other local schools with similar issues. Employ a Family Liaison Worker. SENDCo and Family Liaison Worker communicate regularly with specific parents/carers around how we can support these families further.

Intended Outcome: Increase attendance of PP children, EAL children and those with SEND to that of a similar level to those non-PP children, non EAL and those with No SEND.

Progress we are making towards this objective: Family Liaison worker has run a poster competition to raise awareness of attendance. Positive weekly attendance is recognised in Friday assembly, Positive termly attendance awards. Key messages are reiterated in the newsletter, at parents' evenings. Attendance shared with parents at parent's consultation meetings

Ethos and organisation

We ensure the principles listed above apply to the full range of our policies and practices, including those that are concerned with:

- pupils' progress, attainment and achievement
- pupils' personal development, welfare and well-being
- teaching styles and strategies
- admissions and attendance
- staff recruitment, retention and professional development
- care, guidance and support
- behaviour, discipline and exclusions
- working in partnership with parents, carers and guardians
- working with the wider community.

Addressing prejudice and prejudice-related bullying

The school is opposed to all forms of prejudice which stand in the way of fulfilling the legal duties referred to in paragraphs 1–3 of the Legal Framework referred to above:

- prejudices around disability and special educational needs
- prejudices reflecting sexism and homophobia
- prejudices around racism and xenophobia, including those that are directed towards religious groups and communities, for example, antisemitism and Islamophobia, and those that are directed against Travellers, migrants, refugees and people seeking asylum.

There is guidance in the staff handbook on how prejudice-related incidents should be identified, assessed, recorded and dealt with by senior leaders, the Headteacher keeps records of prejudice-related incidents and provides 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.

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 adopted and reviewed regularly. The Head teacher is responsible for implementing the policy; ensuring that all staff are aware of their responsibilities and are given appropriate training and support; and taking appropriate action in any cases of unlawful discrimination, The Assistant Head has day-to-day responsibility for coordinating implementation of the policy.

All staff are expected to:

- promote an inclusive and collaborative ethos in their classroom
- deal with any prejudice-related incidents that may occur and record these on CPOMS
- plan and deliver curricula that reflect the principles above
- support pupils in their class for whom English is an Additional Language (EAL)
- keep up-to-date with equalities legislation relevant to their work.

Information and resources

We ensure that the content of this policy is known to all staff and governors and, as appropriate, to all pupils and their parents and carers.

All staff and governors have access to regular training and a selection of resources which discuss and explain concepts of equality, diversity and community cohesion in appropriate detail.

Religious observance

We respect the religious beliefs and practice of all staff, pupils and parents, and comply with reasonable requests relating to religious observance and practice. Any request should be made to the Head teacher in writing.

Breaches of the policy

Breaches of this policy will be dealt with in the same way as breaches of other school policies, as determined by the Head teacher and governing body.

Monitoring and review

We collect, study and use quantitative and qualitative data relating to the implementation of this policy, and make adjustments as appropriate. In particular, we collect, analyse and use data in relation to achievement, broken down as appropriate according to disabilities and special educational needs; ethnicity, culture, language, religious affiliation, national origin and national status; and gender.

Complaints

If a parent/carer is not satisfied with our school's actions, we ask that they follow our school's complaint policy and procedures. This is available online from our school website, and by request from the school office.

Links with other policies

Safeguarding Policy
Behaviour and Rewards Policy
Anti-Bullying Policy
E-safety/ Acceptable Use Policies
Child-on-Child Abuse Policy
RSE / PSHE Policy
SEN & Inclusion Policy
Complaints Policy
Accessibility Plan

Appendix 1

Definitions

Discrimination is unfair treatment towards another or a group of individuals who share one or some of the protected characteristics.

Direct Discrimination occurs when someone is treated less favourably than others because of a protected characteristic.

Discrimination by Association occurs when someone is treated less favourably because someone they are associated with, such as a friend, family member or carer, has a protected characteristic.

Direct Discrimination by Perception occurs when someone is treated less favourably because someone believes they have a protected characteristic, regardless of whether their perception is correct or not.

Indirect discrimination can be more difficult to identify and sometimes is not intended. It can occur due to a lack of understanding of the law or a genuine error of judgement about an individual. For example, a policy that is applied to all individuals equally may inadvertently disadvantage individuals or groups who have a protected characteristic. It is therefore essential that all aspects of school life and policies are scrutinised carefully to avoid any unlawful provision, criterion, or practice.

Victimisation occurs when an individual has either raised a complaint or grievance that they have been discriminated against based on having a protected characteristic; or has supported someone who has raised a complaint or grievance.

Harassment is any form of unwanted behaviour intended to violate an individual's dignity or create an environment which may be described as hostile, degrading, humiliating or offensive. The victim will be subject to this harassment based on a protected characteristic or the perception that they have a protected characteristic, or because they are associated with someone who has a protected characteristic.

Prejudice can be conscious or unconscious and involves stereotypes, prejudgements, and beliefs (which are usually negative) about an individual, or group of people, based on a protected characteristic.