

Holycroft Primary School

Pupil Equality Policy Statement

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 according to which it fulfils the specific duties to publish information and evidence and to decide on specific measurable objectives. This policy is in addition to our Whole School Equality Policy.

Legal framework

1. We welcome our duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relation to age (as appropriate), disability, ethnicity, gender (including issues of transgender, maternity and pregnancy), paternity, religion and belief and sexual identity.
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

In fulfilling the legal obligations cited above, we are guided by the following principles:

Principle 1: All learners are of equal value.

We see all learners and potential learners and their parents and carers of equal value:

- Whether they are people with or without disabilities
- 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 barriers 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 genders and non specific genders 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 in terms of ethnicity, culture, religious affiliation, national origin or national status and an absence of prejudice related bullying incidents
- Mutual respect and good relations between boys and girls, women and men and an absence of sexual and homophobic harassment.

Principle 4: We observe good equalities practice in staff recruitment, retention and development. This is reflected in our Whole School Equality Policy.

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
- Genders and non specific genders, 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
- Genders and non specific genders, women and men
- 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 from a range of ethnic, cultural and religious backgrounds
- Genders and non specific genders, women and men
- 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. Evidence relating to equalities is integrated into our self evaluation documentation.

Principle 9: Measurable objectives:

Our equality objectives are integrated into the School Improvement Plan. We keep our equality objectives under review.

The curriculum

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

Ethos and organisation

We ensure that the principles apply to our policies and practices, including the following:

- Pupil progress, attainment and achievement
- Pupil personal development, welfare and well being
- Admissions and attendance
- Care, guidance and support
- Behaviour, discipline and exclusions
- Working in partnership with parents, carers and families
- Working with the wider community
- Safeguarding of children

Addressing prejudice and prejudice related bullying

The school is opposed to all forms of prejudice, including:

- Prejudice around disability and Special Educational Needs
- Prejudice around racism, xenophobia, including those that are directed towards religious groups and communities and those that are directed against travellers, migrants, refugees and people seeking asylum
- Prejudice reflecting sexism and homophobia.

Roles and responsibilities

The governing body is responsible for ensuring that the school complies with legislation and that this policy and it's related procedures are implemented.

The Headteacher is responsible for implementing the policy, for ensuring that all staff are aware of their responsibilities.

All staff are expected to:

- Promote an inclusive and collaborative ethos in their classroom
- Deal with any prejudice related incidents that may occur
- Plan and deliver lessons and a curriculum that reflect the equality principles

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

We respect the religious beliefs and practice of our pupils and parents and comply with reasonable requests relating to religious observance and practice.

We collect, analyse and use data in relation to achievement, broken down as appropriate according to Special Educational Needs, ethnicity, culture, language, religious affiliation, national origin, national status and gender.

Reference should also be made to the following policies:

Child protection
Accessibility
Inclusion
Staff code of conduct
Anti bullying
SEND
Behaviour
PSHCE
Whole school equality

Chair of Governors _____

Date approved 5 February 2018