Equality, Diversity and Cohesion Policy

Together We Believe, Aspire and Achieve

Equality Statement

As a school we welcome our duties under the Equality Act 2010. The general duties are to:

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

We review all policies and procedures we operate to ensure there are no negative equality impacts based on age, disability, gender, gender reassignment, marriage or civil partnership, pregnancy and maternity, race, religion or belief and sexual orientation as outlined in the Equality Act 2010. If you feel, on reading this policy that there may be a negative equality impact, please tell us about this. Please also let us know if you need to access this policy in a different format. You can do this by contacting the school office.

1. Purpose of the Document

The overall objective of the St Peter's CE Primary School Equality, Diversity and Cohesion Policy is to provide a framework for the school to pursue its equality duties to eliminate unlawful discrimination and harassment, promote equality of opportunity, and promote good relations and positive attitudes between people of diverse backgrounds in all its activities.

The principles of this policy apply to all members of the extended school community – pupils, staff, governors, parents and community members.
Partners and contractors are also expected to abide by the policy.

2. Equality, Diversity and Cohesion Statement

Together We Believe, Aspire And Achieve

Through our school ethos, curriculum and community links, we work towards:

- a common vision
- a sense of belonging for all
- similar life opportunities for all
- strong and positive relationships between different communities.

Through this Equality, Diversity and Cohesion Policy, St Peter's Primary School seeks to ensure that no member of the school community, or any person through their contact with the school, receives less favourable treatment on any grounds which cannot be shown to be justified. This covers race, colour, nationality, ethnic or national origin, religion or belief, gender, marital status, responsibility for children or other dependents, disability, sexual orientation, gender reassignment, age, trade union or political activities, socio-economic background, where the person lives, or, spent convictions.

Equality and Diversity is more than just meeting legal obligations, or targets. It makes a difference to the lives of the people we serve, treating all people with dignity and respect, and recognising the value of each individual. This means an ongoing commitment to ensuring that our services meet the varied and individual needs of children and young people in our school. We will make sure that our employment practices are fair and promote equality. We will actively value the wide variety of lifestyles and cultures, locally and nationally. We will prepare children and young people for living in a diverse society with increasing global connections and controversial issues.

We will ensure that the principles of this policy are reflected in all our policies, practices, procedures and services and are part of everything we do.

Diversity at St Peter's CE

Children at St Peter's CE Primary School come from a diverse range of backgrounds.

Socially, children have tended to come from the same ethnic and religious backgrounds but there is more diversity in socio – economic groupings, particularly in recent years. Around 30% of children at St Peter's have Free School Meals.

St Peter's has approximately 25% of its children on the Special Needs register, with the majority of these being for Speech, Language and Communication needs. Alongside this, there are a range of other special needs (Behavioural, Social and Emotional, SPLD, MLD and Physical). At the time this policy is written there are 2 children on the Child Protection Register and 1 Cared for Child.

A minority of children has English as an Additional Language – around 12% - but, again, this figure has grown somewhat recently, as has the greater number of pupils from minority ethnic backgrounds.

There were no exclusions in the five-year period preceding this document's writing.

3. Guiding Principles

These principles have been drawn from a specimen school policy for equalities prepared by the DFE and we at St Peter's CE Primary School fully endorse and accept these.

Principle 1: All learners are of equal value

All learners and potential learners are of equal value and benefit equally from school policies, practices and programmes, whatever their ability, background, gender or cultural identity.

Principle 2: Relevant differences are recognised

Treating people equally can mean treating them differently. Policies, practices and programmes do not discriminate, but may be differentiated to take account of differences of life experience, outlook and background, and in the kinds of barrier and disadvantage which people may face.

Principle 3: We foster positive attitudes, relationships and a shared sense of belonging

Policies and programmes promote

- positive attitudes and interactions
- mutual respect and good relations
- an absence of harassment or prejudice-related bullying between people of different ability, background, gender or cultural identity.

Principle 4: Staff recruitment, retention and development

Policies and procedures benefit all employees and potential employees in recruitment, professional development and promotion. Steps are taken to positively promote equality, especially where there is evidence of inequality.

Principle 5: Current inequalities and barriers are addressed and reduced

In addition to avoiding or minimising possible negative impacts of policies and programmes, we take opportunities to maximise positive impacts by addressing, reducing and removing inequalities and barriers that already exist between people of different ability, background, gender or cultural identity.

Principle 6: Policy development involves widespread consultation and involvement

People affected by a policy or programme are consulted and involved in the design of new policies, and in the review of existing ones. Such consultation is both direct and through representative organisations, and is based on principles of transparency and accountability. It involves those who in the past have been excluded or disadvantaged, and who continue to face barriers:

Principle 7: Society as a whole benefits

Policies and programmes benefit society as a whole, locally, nationally and internationally, by fostering greater cohesion and greater participation in public life of people of different ability, background, gender or cultural identity.

4. Equalities Legislation

Our commitment is reinforced through our legal duty both as an employer and service provider. The legal duties come from a range of relevant equality legislation and associated codes of practice. Through this policy we are committed to complying with the general and specific duties, as well as codes of practice.

See Appendix 1 and 2 for further detail of these duties and codes of practice.

Race

The Race Relations Act (1976) and the Race Relations Amendment Act (2000) require schools to take appropriate steps to promote race equality, eliminate unlawful race discrimination and promote good race relations. *See St Peter's CE Race Equality Policy.*

Disability

The Disability Discrimination Act (1995 and 2005) places a positive duty on us to ensure that services provided by the school and its premises are accessible to disabled people, that we

promote disability equality, eliminate discrimination and harassment and promote positive attitudes to encourage participation. In some situations this may mean treating disabled people more favourably. *See St Peter's CE Disability Equality Scheme/Action Plan.*

Gender

The Sex Discrimination Act (1975) and the Equality Act (2006) places a positive duty on us not to treat anyone unfairly because of their gender, this means to eliminate discrimination and promote equality of opportunity between girls and boys, men and women. We need to ensure that the needs of both sexes and transgender people are taken into account in our services and employment. *See St Peter's CE Gender Equality Policy.*

Sexual Orientation

All public bodies have responsibilities to promote equal opportunities in employment and vocational training on the grounds of sexual orientation through the Employment Equality (Sexual Orientation) Regulations 2003. The Equality Act 2006, extends the provision to service delivery, making it unlawful to discriminate in the provision of goods, services and facilities. We will ensure that we follow these regulations.

Religion and Belief

The school has responsibilities to promote equal opportunities in employment and vocational training on the grounds of religion and belief through the Employment Equality (Religion or Belief) Regulations 2003. The Equality Act 2006, extends the provision to service delivery, making it unlawful to discriminate in the provision of goods, services, facilities and public functions. This also includes lack of faith and people of no faith. We will ensure that we follow these regulations.

Age

The school has responsibilities to promote equal opportunities in employment and vocational training on the grounds of age, through the Age Discrimination Act 2006 and Age Discrimination Regulations. The provisions apply to all age groups. We will ensure that we follow these regulations.

Community Cohesion

The Education and Inspections Act 2006 places a responsibility on schools to promote community cohesion, locally, nationally and globally. We will do this through promoting a

common vision, a commitment to equality and social justice, respecting people's different backgrounds and promoting positive relationships in the school and local neighbourhood. We recognise that a major influence on educational outcomes is social context and that this can also strongly affect community cohesion.

Future legislation

We will also welcome the contribution of future equalities legislation to provide equal opportunities for everyone.

5. Safeguarding

Every school in Salford is required to follow a set procedure in cases of suspected child abuse. Parents and Carers need to be aware that the school has a duty to act to ensure the welfare and safety of all children. In any cases where staff are concerned that a child may be subject to ill treatment or neglect, all staff must follow child protection procedures, inform the designated teacher who will inform the RIAT team of their concern. All school staff have access to 'Class Log Books', which feed into the headteacher's 'Child Protection Book' (this information is also held on the school's CPOMS database, which is passcode encrypted). When a school refers a concern about a pupil to the BRIDGE Team, it is not accusing the parents of abuse but requesting that further investigation takes place to establish whether a child is at risk. In certain circumstances the school may instigate information sharing with other agencies, where appropriate.

The school has several policies that are relevant in supporting the protection and safeguarding of children. These include:

Safeguarding Children (Child Protection) Policy
Whistleblowing Policy
Health and Safety Policy
Behaviour and Discipline Policy
Anti-bullying policy
Online-safety Policy
Relationships and Sex Education Policy
Safer Recruitment Policy
PSHE Policy

The current designated teacher is Mr P Wright (Headteacher). In his absence Mrs Laura Royle (Pastoral Lead) should be informed.

6. Implementation

We will ensure implementation through action in the following areas

- **Relationships and ethos –** to foster behaviour based on rights, responsibilities and mutual respect between all members of the school community, to support pupils' personal development and well-being, to address all forms of prejudice related bullying.
- **Equity and excellence –** to ensure equal opportunities for all to succeed at the highest possible level possible, removing barriers to access and participation in learning and wider activities and minimising variations in outcomes for different groups.
- **Teaching, learning and curriculum –** to teach pupils to understand others, to promote common values and value diversity, to promote awareness of human rights and of the responsibility to uphold and defend them, and to develop the skills of participation and responsible action.
- **Engagement and extended services –** to provide a means for children, young people and their families to interact with people from different backgrounds and build positive relationships, including links with different school communities locally, across the country and internationally.

7. Monitoring, reviewing and assessing impact

Standard school procedures ensure that schemes and action plans form an essential part of the school's action on equality and that other school policies address equality issues.

This policy will be regularly monitored and reviewed by staff and governors to ensure that it is effective in tackling discrimination, promoting access and participation, equality and good relations between different groups, and that it does not disadvantage particular sections of the community.

Any pattern of inequality found as a result of impact assessments is used to inform future planning and decision-making.

8. Roles and Responsibilities

All who are associated with St Peter's CE Primary School have a responsibility for promoting equality and inclusion, and avoiding unfair discrimination.

Our Governors are responsible for:

- Making sure that the school complies with all current equality legislation.
- Making sure this policy and its procedures are followed.
- Making sure that the school has up-to-date equality schemes and action plans.

Our Headteacher is responsible for:

- Making sure the policy is readily available and that the governors, staff, pupils and their parents/carers know about it.
- Making sure its procedures are followed.
- Producing information for staff and governors, when requested, about the policy and how it is working, and providing training for them on the policy, if necessary.
- Making sure all staff know their responsibilities and receive training and support in carrying these out.
- Taking appropriate action in cases of harassment and discrimination.

All our staff are responsible for:

- Proactively following this policy and any associated guidelines.
- Providing role models for pupils through their own actions.
- Dealing with racist, sexist and homophobic incidents, and recognising and tackling other forms of bias and stereotyping.
- Promoting equality and good community relations and avoiding discrimination against anyone for reasons of race, colour, nationality, ethnic or national origins, gender, disability, religion or belief, sexual orientation or socio-economic circumstances.
- Keeping up to date with the law on discrimination and taking training and learning opportunities offered to them.

All of our pupils are responsible for:

- Treating others kindly and fairly without prejudice, discrimination or harassment
- Attending and engaging in their own learning as well as helping other pupils to learn
- Telling staff about any prejudice related incidents that occur.

All of our parents are responsible for:

- Supporting our school in its implementation of this policy
- Following the school policy through their own behaviour
- Ensuring their children attend and engage in the learning

- Telling staff about any prejudice related incidents that occur.

Visitors and contractors are responsible for:

- Knowing and following our equality policy.

Responsibility for overseeing equality practices in the school lies with a named member of staff (Mrs Laura Royle, Pastoral Lead) and the Governing Board Buildings, Health and safety Sub-Committee. Responsibilities include:

- Coordinating and monitoring work on equality issues.
- Dealing with and monitoring reports of harassment (including racist, homophobic and sexualized harassment incidents).
- Monitoring the progress and attainment of vulnerable groups of pupils (eg black and minority ethnic pupils, children with SEND, etc).
- Monitoring exclusions and suspensions.

9. Breaches of the Policy

Breaches of this policy will be dealt with in the same ways that breaches of other school policies are dealt with, as determined by the Headteacher and Governing Board. Anyone wishing to make a complaint will be advised to follow the School Complaints Procedure

Racial incidents will be recorded and reported to the Local Authority following the procedures and guidelines established by the LA.

Other prejudice driven behaviour will be recorded and reported following the procedures and guidelines established by Salford LA.

10. References to other documents, advice and guidance.

Guidance and advice will be actively sought and used through:

- Utilising the information provided by Human Resources on employment and staffing procedures. This is available on the Salford Intranet
- Using guidance from DFE, QCA, OFSTED.

Reviewed: Autumn 2022

Ratified by the Governing Board: _____ (Chair)

Signed: _____ (Headteacher)

Appendix 1 General and Specific Duties

Race Equality : from the Race Relations Amendment Act 2000

General Duty

- Promote equality of opportunity
- Promote good relations between people of different racial groups
- Eliminate unlawful racial discrimination.

Specific Duties

- Prepare a written race equality policy and keep it up to date.
- Make arrangements to fulfil the policy through an action plan
- Assess the impact of our policies, including the race equality policy, on pupils, staff and parents of different racial groups, particularly the impact on pupils' attainment levels.
- Monitor the impact of policies on pupils, staff and parents and particularly on pupils' attainment levels.
- Publish, annually, the results of monitoring the policy.

Disability Equality : from the Disability Discrimination Act 2005 and other preceding legislation

General Duty

- Eliminate discrimination that is unlawful under the DDA
- Eliminate harassment related to disability
- Promote equality of opportunity between disabled people and other people
- Promote positive attitudes towards disabled people
- Encourage participation by disabled people in public life
- Take steps to meet disabled people's needs, even where that involves treating disabled people more favourably than other people.

Specific Duties

- Make reasonable adjustments to resources and activities to avoid substantial disadvantage for disabled pupils
- Make improvements to the physical environment to increase access to education and associated services
- Increase access to the curriculum for disabled pupils

- Make written information accessible in a range of different ways for disabled pupils, where it is provided for pupils who are not disabled
- Provide auxiliary aids or services, such as equipment or personal support, for pupils with SEN.

Gender Equality : from the Equality Act 2006

General Duty

When carrying out their functions, to have due regard to the need to:

- eliminate unlawful sex discrimination and harassment
- promote equality of opportunity between females and males.

"Due regard" comprises two linked elements: proportionality and relevance. The weight given to gender equality should therefore be proportionate to its relevance to a particular function.

In terms of unlawful discrimination and harassment in employment and vocational training, the general duty also applies to people who intend to undergo, are undergoing or have undergone gender reassignment.

Specific duties

To support progress in delivering the general duty, we accept specific duties which include the following activities:

- Preparing and publishing a Gender Equality Policy, showing how the school will meet its general and specific duties including setting out its gender equality objectives.
- Formulating our overall objectives, to consider the need to include objectives to address the causes of any gender pay gap.
- Gathering and using information on how the school's policies and practices affect gender equality in the workforce and in the delivery of services, in particular education functions.
- Consulting stakeholders (ie pupils, parents, employees, others service users or potential service users, including trade unions) and taking account of relevant information in order to determine its gender equality objectives.
- Assessing the impact of its current and proposed policies and practices on gender equality.
- Implementing the actions set out in its scheme within three years, unless it is unreasonable or impractical to do so.
- Reporting against the scheme every year and review the scheme at least every three years.

Sexual Orientation : from separate pieces of legislation 2003 – 08

Within the regulations sexual orientation refers to lesbians and gay men, heterosexuals and bisexuals.

Duties

- To avoid all forms of discrimination, direct and indirect, in employment on the basis of sexual orientation
- To avoid all forms of discrimination in service provision : Admissions, Teaching and Curriculum
- To avoid all forms of harassment on the grounds of sexual orientation.
- To avoid all forms of victimisation because someone has made, or intends to make, a complaint.

Religion and Belief : from Employment Equality (Religion and Belief) Regulations 2003

Within the Regulations religion or belief is defined as any religion, religious belief or similar philosophical belief. It does not include political beliefs.

Duties

- To avoid all forms of discrimination, direct and indirect, in employment on the basis of religion or belief
- To avoid all forms of harassment on the grounds of religion or belief.
- To avoid all forms of victimisation because someone has made, or intends to make, a complaint related to religion / belief discrimination.

Age : from the Employment Equality (Age) Regulations 2006

These regulations apply to workers of all ages; it is unlawful to discriminate against young workers as well as older workers

Duties

- To avoid all forms of discrimination, direct and indirect, in employment on the basis of age.
- To avoid all forms of harassment on the grounds of age.
- To avoid all forms of harassment on the grounds of age.
- To avoid all forms of victimisation because someone has made or intends to make a complaint related to age discrimination.