



# John Clare Primary School

*Inspire - Nurture – Celebrate*

## Equality Statement and Objectives

### Editions and Revisions:

<b>Reviewed</b>	<b>September 2023</b>
<b>Approved by FGB</b>	<b>5<sup>th</sup> October 2022</b>
<b>Next Review Date:</b>	<b>September 2024</b>

1. We welcome our duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age (as appropriate), disability, ethnicity, gender, religion 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 eight principles:

#### **Principle 1: All learners are of equal value**

- We see all 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 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
  - 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 nondisabled
- 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:

- 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. Where relevant we will 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 girls and boys

**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.

**Principle 8: We base our practices on sound evidence**

We maintain quantitative and qualitative information about our progress towards greater equality in relation to:

- disability
- ethnicity, religion and culture
- gender & sexual preference

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

When appropriate for review, we draw up an action plan within the framework of the overall school improvement plan and processes of self-evaluation, setting out the specific equality objectives we shall pursue. The objectives which we identify take into account national and local priorities and issues, as appropriate.

We keep our equality objectives under review and report annually on progress towards achieving them.

### **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.

### **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 prevent it from fulfilling the legal duties referred to earlier:

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

We take seriously our obligation to report regularly to the governing body 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 the trust policy and its related procedures and action plans are implemented.

The headteacher is responsible for implementing the policy; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination.

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 curricula and lessons that reflect the principles in paragraph 4 above
- support pupils in their class for whom English is an additional language
- 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 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.

### **Staff development and training**

We ensure that all staff, including support and administrative staff, receive appropriate training and opportunities for professional development, both as individuals and as groups or teams.

### **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 body.



## **Monitoring and evaluation**

We collect, study and use quantitative and qualitative data relating to the implementation of this policy, and make adjustments as appropriate.

Our school's current equality objectives are to:-

- (1) To promote cultural understanding and awareness of different religious beliefs between different ethnic groups within our school community.
- (2) To monitor and promote the involvement of all groups of students in the extra-curricular life of the school, including leadership opportunities, especially students with special educational needs.
- (3) To close gaps in attainment and achievement between students and all groups of students; especially boys and girls, students eligible for free-school meals, students with special educational needs and disabilities, looked after children and students from different heritage groups.
- (4) To further improve accessibility across the school for students, staff and visitors with disabilities, including access to any specialist teaching areas.
- (5) To endeavour to ensure that the staff body and representation of staff in leadership roles is reflective of the local community.
- (6) To reduce the incidence of the use of homophobic, sexist and racist language by students in the school.

Further examples of our work to promote equality include:

Harvest festival: all contributions are donated to the local Food Bank

On-going analysis of attendance data, Citizen of the Week and any exclusion records to ensure any groups aren't over represented

Regular assemblies to deal with prejudice, decision making, human rights and people who achieve (including disabled, multicultural achievers).

Regular assemblies by visiting speakers such as local Reverend, career guests, etc.

Displays around school which emphasise the different make of families both within and outside of our school community.

## John Clare Primary School Equality Objectives

Equality Objective	Detail of activities and timeline	Key Responsibilities	Success Criteria
<p>1. To deal with and, as far as possible, eliminate prejudiced based incidents, especially those involving protected characteristics.</p>	<ul style="list-style-type: none"> <li>• Set expectations for all staff in briefings regarding this.</li> <li>• Continue to ensure all policies have an Equality Act statement of intent.</li> <li>• PSHE lessons and assemblies to develop values of acceptance.</li> <li>• Log incidents on My Concern.</li> <li>• Prejudice related incidents reported to the Local Authority termly.</li> <li>• Leadership Team to monitor and check there are very few protected-characteristics-related behaviour issues, and where these do occur, take action to prevent recurrence.</li> </ul>	<p>All staff and Governors</p>	<ul style="list-style-type: none"> <li>• HT reports to LGB will demonstrate elimination and appropriate dealing with incidents.</li> <li>• MyConcern report will show that these incidents are kept at a very low level or eliminated.</li> <li>• Assemblies log and PSHE planning will show that all children are taught about others and empathy and tolerance are promoted.</li> </ul>
<p>2. To continue to engage with the wider community in equality related matters.</p>	<ul style="list-style-type: none"> <li>• Each class to have an opportunity to visit a different place of worship.</li> <li>• Hold parent workshops in the evenings as well as in the day (virtual and in person), as this has been found to increase the number of working parents and male parents participating.</li> <li>• Increased opportunities to interact with children from other schools within the MAT, and in transition activities with local secondary schools.</li> </ul>	<p>Headteacher/Team Leaders/Staff</p>	<ul style="list-style-type: none"> <li>• Increased social and cultural awareness is achieved. Pupil and teacher voice will be a key indicator.</li> <li>• Monitor attendance at events, ensuring all interested parties have an equal opportunity to be involved.</li> </ul>
<p>3. To ensure all policies and practices</p>	<ul style="list-style-type: none"> <li>• All policies have been reviewed to contain an Equality Act statement of intent.</li> </ul>	<p>Teachers and Governors responsible for policy publication.</p>	<ul style="list-style-type: none"> <li>• All staff will feel confident dealing with enquiries relating to equality and will know how to proceed.</li> </ul>

<p>promote equality and address inequities.</p>	<ul style="list-style-type: none"><li>• Encourage all staff, pupils, parents and the wider community to feel able to address any concerns and celebrate successes with regard to equality, through clear policies and the approach of all staff to such feedback.</li><li>• Through the Arts and the wider curriculum, children will learn about and celebrate different cultures and differences between individuals and all children will have an equal opportunity to participate.</li></ul>		<ul style="list-style-type: none"><li>• Parents, children, staff and people from the wider community will continue to express positive views about John Clare Primary School's inclusive approach, and where concerns are raised, these will be dealt with promptly and thoroughly to prevent a recurrence.</li><li>• All policies will comply.</li></ul>
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