

Jolesfield C.E. Primary School

Equality Information and Objectives

Public Sector Equality Duty (Updated December 2023)

Introduction

Every person in our school community has been made in the image of God and is loved unconditionally by God. Everyone is equal and we treat each other with dignity and respect. Our school is a place where everyone should be able to flourish in a loving and hospitable community. Each person in all their unique differences should be able to thrive, irrespective of physical appearance, gender, race, religion, ethnicity, socio-economic background, academic ability, disability, sexual orientation or gender identity.

We are committed to promoting the understanding of the principles and practices of equality – treating all members of our school community as individuals, according to their needs, with an awareness of our diverse society and appreciating the value of difference. We actively seek to challenge discrimination and we promote an anti-bullying stance which makes clear the unacceptability of racist, disablist and homophobic, biphobic and transphobic bullying and language.

Legal Framework

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, gender reassignment, race, religion, sex and sexual orientation.

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

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.

Statement of Intent

We recognise that certain groups in society have historically been disadvantaged on account of unlawful discrimination they have faced on the basis of their race, gender, disability, religion/belief,

sexual orientation or age. We will put in place a range of actions to eliminate prejudice, unlawful discrimination and victimisation within the school community we serve and our workforce.

Aims and Values

Our Jolesfield values and Christian ethos underpin everything we do and expect of one another in our community. We want to see a strong, sustainable and cohesive community in our school. We will continue to develop and promote policies and systems that make sure that the school community and our workforce are not unlawfully discriminated against.

Our aims are to:

- promote equality of opportunity;
- eliminate unlawful discrimination, and
- promote good relations between people from different backgrounds.

Therefore, we will:

- Recognise the value of diversity within the community, our workforce and our student body and the contribution made by people from different backgrounds
- We are committed to ensuring that teaching and learning meet the varied and complex needs of pupils in our care.
- We will ensure that during their education pupils are not subject to stereotyping.
- We will have staff that are trained to deal effectively with bullying, racist incidents, harassment and prejudice. Alongside this we will have clear procedures in place to ensure that all incidents are dealt with promptly and consistently
- We will make sure our employment is accessible to everyone and that we actively value and celebrate the wide variety of lifestyles and cultures within the community
- We recognise that people have different needs, and we understand that treating people equally does not always involve treating them all exactly the same way.
- At Jolesfield CE school we are committed to narrowing gaps in achievement which affect amongst others:
 - Pupils from certain cultural or ethnic backgrounds
 - Pupils who belong to low-income households and pupils known to be eligible for free school meals
 - Pupils who are disabled
 - Pupils who have SEND needs
 - Pupils with EAL
 - Pupils who are in Local Authority Care

- Gender differences in subjects

Our commitment is supported by a legal duty to provide learning and employment opportunities fairly, without unlawful discrimination.

We believe we have a strong moral and social duty to recognise any unlawful discrimination, take steps to challenge prejudice and discrimination and promote equality.

Objectives

At Jolesfield CE Primary School, we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers, irrespective of race, gender, disability, belief, religion or socio-economic background.

In order to further support pupils, raise standards and ensure inclusive teaching, we have set the following objectives:-

Objective 1: 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.

Objective 2: To raise levels of attainment in core subjects for vulnerable learners.

Objective 3: To review levels of parental and pupil engagement in learning and school life, across all activities to ensure equity and fairness in access and engagement.

Equality Actions

Equality in Teaching Learning

We provide all our pupils with the opportunity to succeed and to reach the highest level of personal achievement. We do this by:

- Ensuring equality of access for all pupils and preparing them for life in a diverse society
- Using materials that reflect the diversity of the school, population and local community without stereotyping
- Promoting attitudes and values that challenge any discriminatory behaviour or prejudice
- Providing opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures

- Seeking to involve all parents in supporting their child's education
- Utilising teaching approaches appropriate for the whole school population which are inclusive and reflective of our pupils.

Equality in Admissions and Exclusions

Our admissions arrangements are fair and transparent and do not discriminate on the grounds of race, gender, religion, belief, disability and/or socio-economic background.

Equal Opportunities for Staff

All staff appointments and promotions are made on the basis of merit and ability and in compliance with the law. We are keen to ensure that the staffing of the school reflects the diversity of our community

Responsibilities

We are an equal opportunities employer and provider of teaching and learning. In order to support this public commitment all staff play a key role in ensuring that provision does not give rise to unlawful discrimination of any kind and that we have a shared understanding of the relevant issues and how best to deal with them.

All employees and volunteers are always expected to comply with our values of promoting equality and diversity and treat colleagues and others in the school community with dignity and respect. This commitment must be evidenced in practice. Any behaviour that falls below these standards is unacceptable to the Governing Body and potentially constitutes misconduct.

Leaders and managers are expected to:

- be at the forefront of best practice on equalities within their respective areas
- review all provision to ensure elimination of unequal treatment of staff, pupils and the wider school community
- raise equality-related issues with their staff and senior colleagues
- encourage leadership on equalities amongst their staff and other providers
- report to governors on the results of assessments, consultations and monitoring
- train staff on equalities issues
- consider better access for people with disabilities
- monitor provision by contractors and other external providers
- have evidence of consultation carried out with staff and the school community

Monitoring and Evaluation

With the help of feedback from employees and the wider school community we will continue to develop arrangements to monitor, review and evaluate the effectiveness of our employment policies and provision of teaching and learning. If our monitoring reveals any gaps in our policies/provision, we will take necessary action.

The policy should be reviewed every four years. The key questions should be:

- Are we achieving any potential benefits identified in this policy?
- Have there been any unexpected benefits?
- How can we make policy and practice even better?