



Dringhouses Primary School

EQUALITY STATEMENT & OBJECTIVES

Signature of Chair of Governors

Signature of Headteacher

Date of Adoption: Spring 23

Date of Review: Spring 24

Reviewing Committee: Resources Committee

Statutory/Non-Statutory

EQUALITY INFORMATION & OBJECTIVES POLICY

Introduction

Prejudice is not tolerated at Dringhouses Primary School and we are continuously working towards a more accepting and respectful environment for our school community.

Dringhouses Primary School welcomes its duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations.

We also 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.

Dringhouses Primary School fully understands the principle of the Act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity.

A protected characteristic under the Act covers the groups listed below:

- Age
- Disability
- Race, colour, nationality, ethnic or national origin
- Gender (including transgender)
- Gender reassignment
- Maternity and pregnancy
- Religion and belief
- Sexual orientation
- Marriage and civil partnership (for employees)

Guiding Principles

At Dringhouses Primary School:

- Children are prepared for their future
- All efforts are acknowledged and celebrated
- Everyone is valued and respected as an individual
- Children are educated about equality and diversity
- We pledge to meet the needs of all our individuals
- Everyone is encouraged to be part of and contribute to the community
- Everyone is encouraged to make healthy life choices

Objectives

In order to meet our general duties, the law requires us to publish equality objectives; to do this we collect data related to the protected characteristics and analyse this data to determine our focus for our equality objectives. The data is assessed across our core provisions as a school. This includes the following functions:

- 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

Equality objectives are set every three years, in accordance with the following overriding objectives:

Objective Group	Objective
Pupil Achievement	<ul style="list-style-type: none"> • All pupils are assessed, monitored and tracked • Under-achievement is identified and appropriate intervention is applied • Pupils are able to participate in a full range of extra-curricular opportunities
Behaviour and Safety	<ul style="list-style-type: none"> • Pupils respect one another • Pupils feel safe and valued • Pupils, staff and parents know that misconduct and gross misconduct is challenged
Teaching	<ul style="list-style-type: none"> • All pupils experience consistently good teaching & learning experiences
Leadership and Management	<ul style="list-style-type: none"> • The staff and governing body reflect the diversity of the school • No pupils (or their families) are disadvantaged academically, socially or emotionally. All staff are mindful of the academic and social needs of all children, especially potentially vulnerable children • Equality data is collected, analysed and published, including the recording of prejudice-related incidents.

Equality Objectives for the Period 2022-2025

- To continue to improve access to the curriculum for all pupil groups, including those with SEND and disadvantage
- To continue to raise attainment in reading throughout the whole school
- To strengthen children's spiritual, moral, social and cultural development within the school's ethos, including raising the profile of mental health

Creating a prejudice-free environment

Dringhouses Primary School believes that a greater level of success from pupils and staff can be achieved by realising the uniqueness of individuals. Creating a prejudice-free environment where individuals feel confident and at ease is a commitment of the school. This environment is achieved by:

- Treating each other with respect
- Treating all members of the school community fairly
- Developing an understanding of diversity and the benefits it can have
- Adopting an inclusive attitude
- Adopting an inclusive curriculum that is accessible to all
- Encouraging compassion and open-mindedness

At Dringhouses Primary School, our pupils are taught to:

- Have an understanding of others
- Celebrate cultural diversity
- Understand how then can reach their full potential
- Be inclusive
- Be aware of what constitutes discriminatory behavior

We are committed to having a balanced and broad curriculum. We believe that our pupils should be exposed to ideas and concepts that may challenge their understanding to help ensure that pupils learn to become more accepting and inclusive of others. Challenging and controversial concepts are delivered in ways that prevent discrimination, and instead promote inclusive attitudes. We also respect the right of parents to withdraw their children from RE lessons which pose conflicts to their own beliefs.

The school behaviour policy aims to encourage pupils to respect the rights of others by taking account of their own behaviour in upholding these rights - thus they will develop into responsible and caring adults.

We achieve this by:

- Encouraging an ethos of positive behaviour and mutual respect
- Having a common understanding about how we can uphold the rights of others
- Having a shared sense of values and purpose
- Encouraging understanding and respect for the similarities and differences between individuals and groups
- Having clear expectations of positive behaviour and good manners
- Managing behaviour in and out of the classroom
- Offering clear guidance for social, moral, spiritual and cultural education
- Encouraging individuals to reflect on their own behaviour and how this has an effect on the school community
- Involving parents/carers wherever possible, informing them when their child is behaving well or support is required

There are times when some pupils find it difficult to uphold the rights of others. We respond by helping children to learn appropriate ways of behaving towards each other. Respect for others begins with respect for oneself, so children are helped to build their self-esteem.

Equality and Dignity in the Workplace

Dringhouses Primary School ensures that policies and procedures benefit all current and potential employees, for example in recruitment, disciplinary procedures and promotion. All staff can expect to receive appropriate training and opportunities for professional development.

Staff are not discriminated against with regards to their:

- Age
- Disability
- Gender reassignment
- Marital or civil partner status
- Pregnancy or maternity
- Race, colour, nationality, ethnicity or national origin
- Religion or belief
- Gender or sexual orientation

We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics. as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

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 implemented.

The headteacher is responsible 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:

- Treat other members of the school fairly and without discrimination
- Promote diversity equality
- Encourage and adopt an inclusive attitude
- Lead by example

Teachers are expected to:

- Promote an inclusive and collaborative ethos in their classroom, including spending time teaching the UNICEF Rights of the Child through PSHE and global education
- Deal with any prejudice-related incidents that may occur
- Plan and deliver lessons that reflect the principles detailed above
- Support pupils in their class for whom English is an additional language
- Keep up-to-date with equalities legislation

Addressing prejudice and prejudice-related incidents

Dringhouses Primary School does not tolerate any form of prejudice, whether direct or indirect, we treat discrimination against all members of our school with the utmost severity. When an incident is reported, we ensure that appropriate action is taken and a resolution is put into place which is fair and firm.

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.