



## Goostrey Community Primary School

### Equality and Equity Policy

To be reviewed autumn 2027

Education providers are legally required to comply with three key duties under the Act:

1. **Prohibited conduct:** Providers must not directly or indirectly discriminate, harass or victimise learners, staff or service users because of a protected characteristic. This includes race, sex, disability, religion or belief, sexual orientation, gender reassignment, age, marriage and civil partnership, and pregnancy or maternity.
2. **Duty to make reasonable adjustments:** Providers must anticipate and remove barriers that place pupils with SEND, teachers or other staff at a substantial disadvantage compared with other peers. This applies to teaching, facilities, communication and policies.
3. **Public Sector Equality Duty (PSED):** Publicly funded providers must give due regard to eliminating discrimination, advancing equality of opportunity and fostering good relations between people who share a protected characteristic and those who do not.

Schools and colleges must publish equality information and objectives to demonstrate how they meet these requirements. Inspectors will consider how effectively equality is embedded across leadership, curriculum, behaviour, governance and staff training.

Equality means each individual or group of people is given the same resources or opportunities. Equity recognizes that each person has different circumstances and allocates the exact resources and opportunities needed to reach an equal outcome.

#### **Aims and Expectations:**

We aim to provide a broad and balanced curriculum that meets the needs of all pupils promoting their spiritual, moral, social and cultural development.

The school is committed to equality; reflecting on and valuing diversity.

#### **We aim to:**

- respect the equal human rights of all our pupils.
- educate pupils about, and promote, equality
- ensure that pupils develop an understanding of how they fit in as part of a diverse national and international community.

- identify and reduce barriers to learning, participation and outcomes for all vulnerable groups
- educate all about discrimination and prejudice and promote a tolerant environment.
- strive for all pupils regardless of disability, ethnicity, gender, race and religion & belief to achieve the highest possible standards in their learning and make good progress.
- respect the equal rights of our staff and other members of the school community.

**Our duty** is to make promotion of equality central to all areas of school life. This will enable us to:

- meet the needs of all children, encouraging them to achieve their full potential and raise educational standards.
- take specific action to tackle any differences between identified groups in their attainment levels and progress.
- take specific action to tackle any differences in the use of disciplinary measures between identified groups (such as exclusion), in admissions or in assessment.
- create a positive, inclusive approach, based on respect for peoples' differences and show commitment to challenging and preventing discrimination, harassment and victimisation.
- prepare our children to be responsible citizens in today's multi-ethnic society.
- make our workforce as representative as possible of the community we serve
- promote high staff morale and performance.
- to make full use of the skills and knowledge of people from different identified groups in our community (for example, in the classroom or as a member of the governing body).
- seek to ensure that our school respects and includes everyone and that no parent or prospective parent, employee or prospective employee part time worker or job applicant receives less favourable treatment on the basis of:
  - **Age**
  - **Disability and/or medical conditions**
  - **Marriage and civil partnership**
  - **Race, language, ethnic or national origins**
  - **Religion or belief**
  - **Responsibilities for care of dependants**
  - **Socio-economic background/disadvantage**
  - **Sex and Sexual Orientation (including gender reassignment)**
  - **Pregnancy and Maternity**
  - **Trade Union membership and/or acceptable political views or affiliations**

We recognise that discrimination can be direct or indirect and believe that such discrimination is unacceptable and we are committed to providing equality of opportunity for all by eliminating unwarranted and inappropriate discrimination. stakeholders.

This policy applies to any pupil or prospective pupil, parent or prospective parent, employee or prospective employee.

Under the Equality Act 2010, our general duties are to:

- Eliminate discrimination, harassment and victimisation
- Advance equality of opportunity between those who share a “protected characteristic” and those who do not
- Foster good relations.

**A “protected characteristic” covers the groups listed here:**

***age***

***disability***

***race (includes ethnic or national origins, colour or nationality)***

***sex***

***gender reassignment***

***maternity and pregnancy***

***religion and belief (includes lack of belief)***

***sexual orientation***

***marriage and civil partnership***

In order to comply with our legal duties we will:

- publish our equality / equity information on the school website
- collect and analyse information, as appropriate, related to the protected characteristics outlined above in respect of: (i) admissions / recruitment; (ii) attendance; (iii) attainment; (iv) exclusions; and (iv) prejudicial related incidents.
- aim to provide equality of opportunity for all stakeholders

## **Promoting Equality and Equity Within Our Curriculum**

We aim to provide all our pupils with the opportunity to succeed.

To achieve this we will ensure:

- Curriculum planning reflects a commitment to equality / equity. All children have equal opportunity within and equal access to all areas of the whole school curriculum. This includes both the National Curriculum subjects, other subject areas currently outside the National Curriculum and areas such as extra-curricular activities
- All children are encouraged to participate equally in the full range of activities both inside and outside the classroom;
- Materials are carefully selected for all areas of the curriculum so as to avoid sexual stereotypes and gender bias
- The curriculum prepares pupils for life in a diverse society and uses opportunities to reflect the background and experience of pupils and families in the school
- There are opportunities in the curriculum to explore concepts and issues related to identity and equality;
- Promotion of attitudes and values that celebrate and respect diversity and challenge discriminatory behaviour and language wherever it occurs
- Opportunities are given for children to work with teaching and non-teaching staff of both sexes and from other cultures if possible
- The use of images and materials which positively reflect a range of cultures, identities and lifestyles.
- The curriculum will be adapted as needed.

We want all our pupils to achieve their full potential during their time with us. As such, we work to ensure that our expectations, attitudes, and practices are fully inclusive and support each child to reach their full potential regardless of age, gender, ethnicity, ability, social background and sexual orientation.

To secure the best possible outcomes we recognise that:

- Adults in the school will be expected to provide good, positive role models in their approach to all issues relating to equality of opportunity
- It is important to identify the particular needs of individuals and groups within the school and as needed to use targeted interventions to narrow gaps in achievement
- A range of teaching methods is required throughout the school to ensure that effective learning takes place at all stages for all pupils.
- All pupils are actively encouraged to engage fully in their own learning.
- Equality between the sexes and abilities is recognised when giving/delegating responsibility and noting the achievements of both staff and children.

The school monitors pupil performance by ethnicity, gender, disability and special educational needs and take account of socio-economic circumstances. Any disparities which are identified will be addressed through targeted curriculum planning, teaching and support.

## **Promoting Equality**

Those involved in the leadership of the school community are instrumental in demonstrating mutual respect between all members of the school community.

Children and all staff are encouraged to value each other and build up and maintain cooperative working relationships both within school and in the community

We strive to achieve a feeling of openness and tolerance which welcomes everyone to the school

The children are encouraged to greet visitors to the school with friendliness and respect

The displays around the school, including the annual exhibition, reflect diversity

Reasonable adjustments will be made to ensure access for pupils, staff and visitors (including parents) with disabilities (this not only includes physical access, but takes account wider access to school information and activities)

Provision is made to cater for the cultural, moral and spiritual needs of all children through planning of assemblies, classroom based and off-site activities

Pupils' views are actively encouraged and respected

Pupils are given an effective voice for example, through the School Council, surveys, 7 UP, reflection sheets, votes etc and there are regular opportunities to engage with pupils about their learning and the life of the school

Positive role models are used throughout the school to ensure that different groups of pupils feel welcomed and included

Our school uniform policy reflects equality of opportunity for all children;

Discipline procedures – notably rewards and sanctions – are the same for all

All children are encouraged to work and play freely with others of both sexes, different backgrounds, races, ability or disability

We recognise that a child's self-perception can be influenced by his/her environment and so we aim to enhance our children's self-esteem and self-confidence by positively working to promote equality of opportunity. At the same time we are aware that as children mature and their relationships with peers of both sexes develop. We also recognise that such perceptions are influenced by other factors including home, peer group and the media.

## **Promoting Equality: Staff Recruitment and Professional Development**

All teaching and non-teaching posts are not sex-specific.

Both men and women teach and work across the school.

All staff have equal access to in-service training and posts of responsibility

Recruitment and selection ensures equality of opportunity

### **Countering and Challenging Harassment: Bullying and Racism**

The school counters and challenges all types of discriminatory behaviour and any incidents are recorded and monitored

Acts of racism from staff, parents, visitors and pupils are not tolerated and the school reports to Governors on a termly basis the number of prejudice related incidents recorded in the school

Any differences involving diversity which arise inside or outside the classroom are dealt with sensitively and are discussed with the children.

We strive to promote and celebrate diversity within the school, the local community and the wider world – British Values / No Outsiders

We aim to work in partnership with parents/carers.

We encourage parents/carers to participate in the life of the school and we maintain open communication to ensure parents' views help to inform practice

We encourage members of the local community to join in school activities and celebrations

We ensure that the parents/carers of newly arrived pupils are made to feel welcome.

### **RESPONSIBILITY FOR THE POLICY**

**In our school, all members of the school community have a responsibility for promoting equalities.**

The **Governors** recognise that it is vital that all staff, teaching and non-teaching, understand the need for the promotion of equality in education. They will be sensitive to and support all cultural, ethnic and religious backgrounds of the school staff. They will understand the Equality Statement and how the school fulfils its duties set out in the policy

Governors are committed to preparing Goostrey School pupils for life in a multicultural society and are totally opposed to racism and all other forms of oppressive behaviour

**The leadership team** will, in partnership with the governors, ensure that this Equality Policy is adhered to providing leadership and vision in respect of equality. We will ensure that all staff are aware of the school policy and that they apply the

guidelines fairly in all situations. We will take appropriate action in response to any prejudice-related incidents.

**School Staff** need to accept that this is a whole school issue and support this policy and procedures unconditionally.

They will:

- make senior leaders aware of any queries or training requirements
- understand how to deal with incidents of concern
- understand how to identify and challenge bias and stereotyping
- be aware of the procedures for reporting incidents of racism, harassment or other forms of discrimination
- ensure that those with protected characteristics are not discriminated against and are given equality of opportunity
- attend training and information events organised by the school
- ensure that pupils from all groups are included in all activities and have full access to the curriculum
- promote equality and diversity through teaching and through relations with pupils, staff, parents, and the wider community.

**Pupils will:**

- be made aware of any relevant part of the scheme, appropriate to age and ability
- be expected to act in accordance with expectations of behaviour and demonstrate mutual respect
- experience a curriculum and environment which is respectful of diversity and difference and prepares them well for life in a diverse society
- understand the importance of reporting prejudiced based bullying bullying/incidents