



Equality Policy Statement

Rationale

Since the equality Act 2010 came into effect in April 2011 there has no longer been a requirement that schools should draw up and publish equality schemes or policies.

Schools now must:

Publish information showing compliance with the General Duty, showing how we have due regard to equalities and meet the three aims of the Act:

- **To eliminate discrimination**, harassment or victimisation and any other conduct prohibited under the Act
- **Advance equality of opportunity** between persons who share a protected characteristic
- **Foster good relations** between persons who share a protected characteristic and those who do not

Prepare and publish equality objectives which they will pursue over the next three years to achieve the three aims of the Act.

Aims

- Every person in the school community, and beyond, is of equal value and should be treated fairly and with respect.
- The culture and background of all members of the school community, and beyond, are treated positively and with respect.
- We foster positive attitudes and relationships, and a shared sense of cohesion and belonging.

Eliminating discrimination, advancing equality of opportunity and fostering good relations

- We intend that all school policies, procedures and activities should promote positive attitudes, interaction, good relations and communication between groups and communities different from each other.
- Our whole school behaviour policy is reviewed regularly with staff, pupils and governors and makes explicit reference to zero tolerance of any bullying, including that of a homophobic nature.
- We ensure that policies and procedures should benefit all employees and potential employees, for example in recruitment and promotion, and in continuing professional development.
- Within school, we hold data broken down according to year group, gender, ethnicity and types of disability or special educational need. Data related to attainment is analysed regularly.
- The school is opposed to all forms of prejudice which stand in the way of fulfilling our legal duties under the Equality Act 2010, the Education and Inspections Act 2006 and 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.

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.
- A member of the governing body has a watching brief regarding the implementation of this policy.
- The head teacher 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 a curriculum and lessons that reflect our principles that all learners are of equal value.

Training and Promotion

- Opportunities for involvement in training and development activities will be positively encouraged.
- Through our policy, we will seek to broaden the understanding of staff, governors and pupils of the continuing need to challenge inequality within our society.

Breach of policy

It is our corporate responsibility to ensure full support for and endorsement of our equalities policy. Any breaches will be reported to the Head teacher and/or the Chair of Governors.

Monitoring and review We collect, analyse and use data in relation to achievement, broken down as appropriate according to gender, special educational needs, language, ethnicity and disability.

EQUALITY OBJECTIVES

We aim to provide the highest possible education for all at Caton Primary School. The ethos of our school clearly reflects our commitment to fully including, respecting and supporting all members of our school community whatever their cultural background, belief, gender, race or disability.

Having referred to and analysed our equality information we have set ourselves the following objectives:-

Objective 1 - To ensure that the curriculum effectively supports the needs of all

children, with particular reference to vulnerable groups.

Objective 2 - To ensure that differences in progress or confidence are child-specific rather than gender-specific.

Gail Bowskill
Headteacher

December 2018

Agreed by the Governing Body: December 2018

Review Date: December 2022