



Ruskington Chestnut Street C of E Primary Academy

Equality Objectives

Policy Co-ordinator: Executive Headteacher/Head of School

Policy Dated: January 2013

Date Reviewed: January 2022

Presented to Local Council: January 2022

Review Cycle: Annually

Associated Documents:

Care. Believe. Grow.

Introduction

This Equality Statement sets out the schools' approach to promoting equal opportunities following guidance from the Equality Act 2010. It covers disability, gender and race/ethnicity, in response to the statutory duties on schools to publish a disability and gender equality statement.

This Equality Statement sets out:

- The context of our school.
- Aims and values.
- Our schools' overall approach to promoting equality celebrating diversity and tackling discrimination.
- Specific reference to race, disability and gender equality.
- Roles and responsibilities.
- Monitoring, reviewing and assessing impact.

The School Context - What sort of school are we?

Ruskington Chestnut Street C of E Primary Academy serves a wide rural area. The school is well maintained with a safe environment. Most children enter the school having experienced some form of pre-school provision. Currently, the majority of pupils who enter school in Reception have an average level of attainment; some pupils come from a rural background with little variation in ethnicity. When compared with the national average the percentage of pupils with SEND is slightly higher than the national average. The percentage of pupils speaking English as an additional language is low.

The parents are supportive and eager to work in partnership with the school. The school takes great pride in meeting the individual needs of all pupils. An energetic Friends Committee supports and enriches educational provision.

The local environment is used to broaden and enrich the quality of pupils' educational experiences, with visits further afield to extend pupils' understanding of the wider environment.

Equality - Church School Values of the School

We share our Church School Values in school and at home. The six Church School Values we are learning about this year are:

- Trust
- Perseverance
- Compassion
- Respect
- Forgiveness
- Honesty

These are designed to ensure that the school meets the needs of all, taking account of gender, ethnicity, culture, religion, language, disability, ability, sexual orientation, age, and social circumstances. We strive to include and engage all pupils and to prepare them for full participation in a diverse society. We will take steps to:

- Promote equality of opportunity and access.
- Promote racial equality and good race relations.
- Oppose all forms of prejudice and negative discrimination.
- Ensure pupils with a disability have access to the school buildings and to the curriculum.

Our approach to promoting equality

The overall objective of the school's Equality Statement is to provide a framework for the school to pursue its equality duties to eliminate unlawful discrimination and harassment; promote equality of opportunity; promote good relations and positive attitudes between people of diverse backgrounds in all its activities.

Through the Equality Statement, the school seeks to ensure that no member of the school community or any other person through their contact with the school receives less favourable treatment on any grounds. This covers race, colour, nationality, ethnic or national origin, religion or belief, gender, marital status, responsibility for children or other dependants, disability, sexual orientation, gender reassignment, age, trade union or political activities, socioeconomic background. The principles of this statement apply to all members of the extended school community - pupils, staff, local board members and parents/carers.

Race Equality

The school is fully committed to meeting its obligations under the Equality Act 2010. We will:

- Ensure that all pupils and staff are encouraged and able to achieve the best of which they are capable.
- Respect and value differences between people.
- Prepare pupils for life in a diverse society.
- Make the school a place where everyone, taking account of race, colour, ethnic or national origin, feels welcomed and valued.
- Promote good relations between different racial and cultural groups within the school and within the wider community.
- Ensure that an inclusive ethos is established and maintained.
- Acknowledge the existence of racism and take steps to prevent it.
- Oppose all forms of racism, racial prejudice and racial harassment.
- Be proactive in tackling and eliminating unlawful discrimination.

Disability Equality

The Equality Act 2010 defines disability as when a person has a 'physical or mental impairment, which has a substantial and long term effect on that person's ability to carry out normal day to day activities'. The aim of our school is to ensure that disabled people have the same opportunities as non-disabled people in their access to education and to prevent any form of unlawful discrimination on the grounds of disability.

Appropriate measures will be taken to ensure that statutory duties are met:

- Not to treat disabled pupils and prospective pupils less favourably than other non-disabled pupils
- To make reasonable adjustments to avoid putting disabled pupils at a substantial disadvantage.

In addition, steps will be taken to ensure that employees, and those working with the school's authority:

- Support the local governing board in meeting their duties.
- Do not act in such a way that renders the local governing board liable to a claim of discrimination.

Staff and those working within the authority of the school are made aware of the basic requirements of the Equality Act 2010 - advice for school leaders, school staff, governing bodies and local authorities for Schools. There will be occasions where the treatment of disabled children is different from non-disabled pupils. In such cases the school will be able to demonstrate that such treatment is justified. Careful consideration will be given to how participation can be best facilitated. We recognise that the duty to make reasonable adjustments for disabled students is anticipatory. To meet this duty we will review policies, practices and procedures to ensure that we do not discriminate against disabled pupils. Examples of the specific measures we will be taking include:

- Ensuring providers of facilities for school trips and extra curricular activities can accommodate disabled pupils before making bookings in advance.

- Reviewing staffing arrangements to ensure that the school is in a position to administer medication and additional support if required in exceptional circumstances.
- Ensuring there are special arrangements in place for disabled pupils who are taking tests.
- Ensuring our policies and procedures for anti-bullying cover issues of disability.
- Working closely with parents and disabled pupils to identify potential barriers to participation and devising reasonable adjustments to overcome them.
- Equality Act 2010 – advice for school leaders, school staff, governing bodies and local authorities for Schools.

We will also take reasonable steps to find out whether prospective or existing pupils have a disability. This will include:

- Creating an ethos and culture, which is open and welcoming so that parents and pupils feel comfortable about sharing information about the disability.
- Providing an opportunity to parents for disclosure of a disability during the admissions process.
- Providing continuing opportunities to share information (e.g. when seeking permission to go on a school trip).
- Monitoring levels of participation, achievement and behaviour that may indicate a disability that has not been identified and referring the matter to specialist agencies.

Our school believes that improving access to education and educational achievement for disabled pupils:

- Ensures equality of opportunity.
- Encourages full participation in society.
- Improves the likelihood of independent living and economic self-sufficiency in the future

We believe that disabled people should be valued for what they can do rather than labelled for what they cannot. We will:

- Improve the accessibility of the physical environment within the resources available in response to needs arising.
- Identify and monitor the performance of vulnerable groups of pupils.
- Ensure assessment procedures take into account the SEN Code of Practice (2014) and its Toolkit; the needs of EAL pupils; the needs of ethnic minority pupils.
- Have procedures for involving all parents/carers in their children's learning and we monitor this involvement and the outcomes.
- Have procedures for involving all pupils in their own learning and we monitor this involvement and the outcomes.
- Make sure that educational inclusion is an integral part of the schools' development programmes, continuous professional development and local board members' meetings.
- Deploy resources to pupils with SEND in respect of their needs and the SEN Code of Practice 2014.

Gender Equality

The school promotes equality of opportunity between males and females and endeavours to eliminate all unlawful sex discrimination and harassment. Conditions for learning (e.g. environment, teaching and learning, resources, social and emotional aspects of learning) provide equal access and opportunities to both boys and girls.

Roles and responsibilities

All who work in the school have a responsibility for promoting equality and inclusion, and avoiding unfair discrimination.

Our Academy Committee members are responsible for:

- Making sure the school complies with all current equality legislation.
- Making sure this statement and its procedures are followed.

The Executive Headteacher is responsible for:

- Making sure the statement is readily available and that the local board members, staff, pupils and their parents know about it.
- Making sure its procedures are followed.