

**Littledean C of E Primary School**  
**Equality Policy**  
*'People with time for Children'*

This policy reflects the Equality Act 2010 which subsumes and replaces previous legislation including the Race Relations Act 1976, Disability Discrimination Act 1995, Gender Recognition Act 2004 and Sex Discrimination Act 1975. The guiding principles of this policy are equally applicable to pupils, staff, governors and visitors to Littledean C of E Primary School.

**Legal Framework**

At Littledean C of E Primary School we recognise our duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to the nine characteristics protected by law:

1. Age
2. Sex
3. Race
4. Marriage and Civil Partnerships
5. Pregnancy and Maternity
6. Gender Reassignment
7. Disability
8. Sexual Orientation
9. Religion or Belief

In addition we include economic disadvantage within this policy, recognising that this has one of the most significant impacts on the achievement of children and young people.

We welcome our duty under the Education and Inspections Act 2006 to promote community cohesion. We aim to enhance a wider sense of community locally, as well as in the context of the UK and the World communities.

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. Through our policies and actions we undertake to ensure that every child and young person is healthy, safe, is able to enjoy and achieve in their learning and is able to contribute to the wider community.

**Guiding Principles**

In fulfilling the legal obligations cited above, we are guided by nine principles:

**Principle 1: All learners are of equal value**

We see all learners and potential learners, and their parents and carers, as of equal value:

- whether or not they are disabled;
- whatever their ethnicity, culture, religious affiliation, national origin or national status;
- whatever their gender or gender identity;
- whatever their sexual identity.

### **Principle 2: We recognise and respect difference**

Treating people equally (Principle 1 above) does not necessarily involve treating them all the same. Policies, procedures and activities must not discriminate but must nevertheless take account of differences of life-experience, outlook, and background, and in the kinds of barrier and disadvantage which people may face, in relation to:

- disability, so that reasonable adjustments are made;
- ethnicity, so that cultural backgrounds and experiences of prejudice are recognised;
- gender, so that the different needs and experiences of girls and boys, women and men are recognised;
- sexual identity.

### **Principle 3: We foster positive attitudes and relationships and a shared sense of cohesion and belonging**

Policies, procedures and activities promote:

- positive attitudes and actions towards disabled people, good relations between disabled and non-disabled people and an absence of harassment of disabled people;
- positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, religious affiliation, national origin or national status, and an absence of prejudice-related bullying and incidents;
- mutual respect and good relations between boys and girls, women and men and an absence of sexual and homophobic harassment.

### **Principle 4: We observe good equality practice in staff recruitment, retention and development**

Policies and procedures benefit all employees and potential employees, for example in recruitment and promotion and in continuing professional development:

- whether or not they are disabled;
- whatever their ethnicity, culture, religious affiliation, national origin or national status;
- whatever their gender and sexual identity and with full respect for legal rights relating to pregnancy and maternity.

### **Principle 5: We aim to reduce and remove inequalities and barriers that already exist**

In addition to avoiding or minimising possible negative impacts of our policies, we take opportunities to maximise the positive impacts by reducing and removing inequalities and barriers that may already exist between:

- disabled and non-disabled;
- people of different ethnic, cultural and religious backgrounds;
- girls and boys, women and men;
- homosexual, transgender and heterosexual people.

#### **Principle 6: We consult and involve widely**

People affected by a policy or activity should be consulted and involved in the design of new policies and in the review of existing ones. Consultation involves:

- disabled and non-disabled;
- people of different ethnic, cultural and religious backgrounds;
- girls and boys, women and men;
- homosexual, transgender and heterosexual people.

#### **Principle 7: We address prejudice and prejudice-related bullying**

We oppose all forms of prejudice which stands in the way of fulfilling the legal duties listed above:

- prejudices around disability and special educational needs;
- prejudices around racism and xenophobia, including those that are directed against religious groups and communities, for example anti-Semitism and Islamophobia, and those that are directed against travellers, migrants, refugees and people seeking asylum.

#### **Principle 8: Society as a whole should benefit**

Policies and activities should benefit society as a whole, both locally and nationally, by fostering greater social cohesion and greater participation in public life of:

- disabled and non-disabled;
- people of different ethnic, cultural and religious backgrounds;
- girls and boys, women and men;
- homosexual, transgender and heterosexual people.

#### **Principle 9: Objectives**

Each year we formulate and publish specific and measurable equality objectives, based on the evidence we have collected and published in relation to:

- disability;
- ethnicity, religion and culture;
- gender.

#### **Roles and Responsibilities**

The Governing Body is responsible for ensuring that the school complies with legislation and that this policy and its related procedures are implemented. The Headteacher 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:

- adhere to this policy;
- promote equality and inclusion in their classrooms, amongst colleagues and with visitors to the school;
- deal with any prejudice-related incidents that may occur;
- plan and deliver a curriculum that reflects the Guiding Principles;
- provide and analyse quantitative and qualitative data that supports a better understanding of equality groups and any issues that may arise, e.g., attendance, bullying, exclusion;
- keep up to date with equalities legislation relevant to their work.

All staff and governors have access to training and a selection of resources which discuss and explain the concepts of equality, diversity and community cohesion. We value the opportunity to take a holistic approach in fulfilling our equality duties.

All staff and governors will exercise their Safeguarding responsibilities in relation to equality matters and ensure that any bullying or challenging of Human Rights is addressed immediately.

**Written: November 2014**

**Approval by Full Governing Body: 15<sup>th</sup> October 2015**