

ASTON C OF E PRIMARY SCHOOL
EQUALITY POLICY

Leader: H Hall

Reviewed: September 2023

Date of next review: September 2024

This policy subsumes and replaces all previous policies pertaining to equality: e.g. Racial Equality, Disability & Race Equality Schemes. It applies equally, where applicable, to adults and children in school

Legal framework

1. Aston C of E Primary School recognises its duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to the nine characteristics protected in law:

- Age
- Sex
- Race
- Marriage and Civil Partnerships
- Pregnancy and Maternity
- Gender reassignment
- Disability
- Sexual Orientation
- 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.

2. We welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.

3. 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.

Guiding principles

4. In fulfilling the legal obligations cited above, we are guided by four 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, national origin or national status
- whatever their gender and gender identity
- whatever their religious or non-religious affiliation or faith background
- whatever their sexual identity
- whatever their economic or social background.

We therefore act to ensure that each and every member of the school community:

Adults in any capacity working in school: paid staff, governors, volunteers and parents and carers.

- experiences equality of opportunity
- feels a full and respected member of the school community
- has high expectations of themselves, their peers, staff, and others with regard to fair treatment
- develops an understanding of race, ethnicity and multiculturalism alongside an appreciation of their importance in Britain today
- develops an understanding and appreciation of disability and the contribution of disabled people in the community and UK
- develops an awareness of conscious and unwitting racism alongside the skills and confidence to challenge instances of racist behaviour, language and attitudes

- develops an awareness that disability can be both seen or unseen and that people with learning and other disabilities (eg autism, Aspergers syndrome) have the same rights to reasonable and appropriate adjustments as those with more obvious needs.

Principle 2: We recognise and respect difference.

Treating people equally does not necessarily involve treating them all the same. Our 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 different cultural backgrounds and experiences of prejudice are recognised
- gender, so that the different needs and experiences of girls and boys, and women and men, are recognised
- religion, belief or faith background
- sexual identity
- economic or social disadvantage.

Principle 3: We observe good equalities practice in staff recruitment, retention and development

- We ensure that policies and procedures should 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 4: 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 positive impacts by reducing and removing inequalities and barriers that may already exist between:
- disabled and non-disabled people
- people of different ethnic, cultural, social and religious backgrounds
- girls and boys, women and men.

The curriculum

5. As part of our work to promote equality, we aim to ensure that within our educational provision children are offered opportunities to:

- Understand and celebrate diversity in all its forms;
- Learn about equality in a variety of curriculum areas (e.g. PSHE, Science, RE, Art and English);
- Develop an understanding of global citizenship;
- Understand the power of language particularly relating to verbal abuse due to race, disability, sexual orientation or social standing;
- Develop an understanding of their rights, the rights of others, and their responsibilities to each other;
- Develop an understanding and appreciation of other religious beliefs and cultures;
- Recognise and challenge prejudice and discriminating attitudes and behaviour;
- Develop emotionally and intellectually with the personal qualities and attributes required to make a successful life in a diverse society.

Roles and responsibilities

6. 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 curricula and lessons that reflect the principles in paragraph 4 above
- support pupils in their class for whom English is an additional language
- keep up-to-date with equalities legislation relevant to their work.

7. Visitors and Contractors are expected to be aware of, and comply with, the school's equality policy

Information and resources

8. We ensure that the content of this policy is known to all staff and members of the governors and, as appropriate, to all pupils and their parents and carers.

9. The policy will be reviewed September 2024, or more often should legislation or circumstances require it.