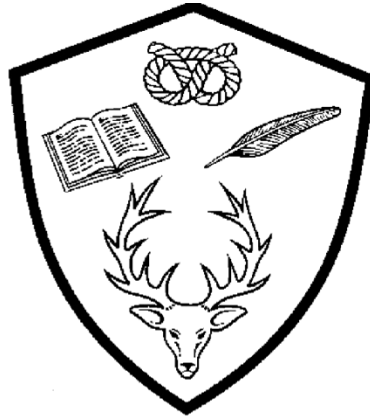


Chase Terrace Primary School

Equality Policy



Together we Learn
Together we Aspire
Together we Succeed

Chase Terrace Primary School Equality Policy

Person Responsible:	Deputy Headteacher/ Headteacher
Approval Body:	(Approved by Chair of Governors using Chair's Power to Act)
Date of approval:	November 2024
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School Aims

Chase Terrace Primary school aims to meet its obligations under the Public Sector Equality Duty (PSED) by having due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it.

Legislation and guidance

This document meets the requirements under the following legislation:

- [Equality Act 2010](#), which introduced the Public Sector Equality Duty and protects people from discrimination
- [The Equality Act 2010 \(Specific Duties\) Regulations 2011](#), which require schools to publish information to demonstrate how they are complying with the Public Sector Equality Duty and to publish equality objectives
- This document is also based on Department for Education (DfE) guidance: [Equality Act 2010: advice for schools - GOV.UK](#)
- This document also complies with our funding agreement and articles of association.

Equality of opportunity

At Chase Terrace Primary School we provide equality and excellence for all in order to promote the highest possible standards of achievement.

Equality of opportunity applies to all members of the school community – pupils, staff, governors, parents and community members.

We aim to promote equality of opportunity and good relations across all aspects of school life.

We do this by:

- Creating an ethos in which pupils and staff feel valued and secure.
- Building self-esteem and confidence in our pupils, so they can use these qualities to achieve their full potential and become rounded citizens of the wider community.
- Have consistent high expectations of the pupils and their learning.
- Removing or minimising barriers to learning, so that all pupils can achieve.
- Ensuring that our teaching considers the learning needs of all pupils through our curriculum and lesson planning.
- Actively tackling discrimination and promoting equality through our curriculum.
- Making clear to our pupils what constitutes aggressive and discriminatory behaviour.
- Ensuring class and school resources reflect society as a whole.
- Has clear procedures for dealing with discriminatory incidents and that these are understood by all.

- Ensure all pupils develop mutual respect through the school ethos, teachings and adult example.

These aims are designed to ensure that the school meets the needs of all of its community, taking account of the nine protected characteristics; race, disability, sex, age, religion or belief, sexual orientation, pregnancy, maternity and gender reassignment. It is important that in this school we meet the diverse needs of pupils to ensure inclusion for all and that all pupils are prepared for full participation in a multi-ethnic society.

The School's commitment to Equality for All

- Ensuring that all pupils and staff are encouraged and able to achieve to their full potential.
- Respecting and valuing differences between people.
- Preparing pupils for life in a diverse society.
- Acknowledging the existence of discrimination and taking steps to prevent it
- Making the school a place where everyone, irrespective of a protected characteristic, feels welcomed and valued.
- Promoting good relations between groups within the school and the wider community.
- Ensuring that an inclusive ethos is established and maintained.
- Opposing all forms of discrimination and harassment.
- Being proactive in tackling and eliminating unlawful discrimination.

Eliminating discrimination

Chase Terrace Primary School is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions. Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct. Staff and governors are regularly reminded of their responsibilities under the Equality Act.

New staff receive training on the Equality Act as part of their induction, and all staff receive level 1 safeguarding training which is renewed every 3 years. All staff also renew their prevent training every year. The safeguarding lead will monitor equality issues and liaise with senior leaders and the Safeguarding link governor where appropriate.

Leadership and Management

- School policies reflect a commitment to equal opportunities.
- The governing body and the school leadership set a clear ethos that reflects the school's commitment to equality for all members of the school community.
- The school promotes positive approaches to valuing and respecting diversity.
- The school leadership will work in partnership with others to promote equality of opportunity and oppose all forms of oppressive behaviour, prejudice and discrimination.
- Governors and Staff contribute to policy documents. Parents can request to see policies and have their views taken note of.

Staffing, Recruitment and Professional Development

- The school adheres to recruitment and selection procedures that are fair, equal and in line with statutory duties and LA guidelines.
- All those involved in recruitment and selection are trained and aware of what they should do to avoid discrimination and ensure equality good practice through the recruitment and selection process.
- Equalities policies and practices are covered in all staff inductions.
- All temporary staff are made aware of policies and practices.
- Employment policy and procedures are reviewed regularly to check conformity with legislation and impact.

Advancing equality of opportunity

As set out in the DfE guidance on the Equality Act, the school aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people that are connected to a particular characteristic they have (e.g. pupils with disabilities, or gay pupils who are being subjected to homophobic bullying)
- Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling Muslim pupils/staff to pray at prescribed times)
- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all pupils to be involved in the full range of school societies)

In fulfilling this aspect of the duty, the school will:

- Publish attainment data each academic year showing how pupils with different characteristics are performing
- Analyse the above data to determine strengths and areas for improvement, implement actions in response and publish this information
- Identify improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying)

Fostering good relations

Chase Terrace Primary School aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE, citizenship and personal, social, health and economic (PSHE) education, but also activities in other curriculum areas. For example, as part of teaching and learning in English/reading, pupils will be introduced to literature from a range of cultures
- Holding assemblies dealing with relevant issues. Staff and pupils will be encouraged to take a lead in such assemblies; external speakers may be invited to contribute.
- Working with our local communities. This includes inviting leaders of local faith groups to speak at assemblies, and organising school trips and activities based around the local community
- Encouraging and implementing initiatives to deal with tensions between different groups of pupils within a school.
- All pupils are encouraged to participate in the school's activities, such as sports clubs.
- We also work with parents to promote knowledge and understanding of different cultures and contexts.
- Developing links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach

Equality considerations in decision-making

Chase Terrace Primary School ensures they have due regard to equality considerations whenever significant decisions are made. They always consider the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, the school considers whether the trip:

- Cuts across any religious holidays
- Is accessible to pupils with disabilities
- Has equivalent facilities for boys and girls

Curriculum

Curriculum planning takes account of the ethnicity, backgrounds and needs of all pupils. The curriculum builds on pupils' starting points and is differentiated where appropriate to ensure the inclusion of:

- Boys and girls.
- Pupils learning English as an additional language.

- Pupils from minority ethnic groups.
- Pupils who are gifted and talented.
- Pupils with special educational needs.
- Pupils who are looked after by the local authority.
- Pupils who are at risk of disaffection and exclusion.

The school monitors and evaluates its effectiveness in providing an appropriate curriculum for pupils of all backgrounds. Each area of the curriculum is planned to incorporate the principles of equality and to promote positive attitudes to diversity. All subjects contribute to the spiritual, moral, social and cultural development of all pupils. Extra-curricular activities and special events cater for the interests and capabilities of all pupils and take account of parental concerns related to religion and culture.

Teaching and Learning

- Teachers ensure that the classroom is an inclusive environment in which pupils feel all their contributions are valued.
- All pupils have access to the mainstream curriculum.
- Teaching is responsive to pupils' different learning styles and takes account of pupils' cultural backgrounds and linguistic needs.
- Teachers take positive steps to include all groups or individuals.
- Pupil grouping in the classroom is planned and varied. Allocations to teaching groups are kept under continual review and are analysed by ethnicity, gender, SEN and social background.
- Teaching styles include collaborative learning so that pupils appreciate the value of working together.
- All pupils are encouraged to question, discuss and collaborate in problem solving tasks.
- Teachers encourage pupils to become independent and to take responsibility for their own learning.
- Teachers challenge stereotypes and foster pupils' critical awareness and concepts of fairness, enabling them to detect bias and challenge inequalities.
- Resources and displays reflect the experience and backgrounds of pupils, promote diversity and challenge stereotypes in all curriculum areas.

They are reviewed regularly to ensure that they reflect the inclusive ethos of the school.

Assessment, Attainment and Progress

All pupils have the opportunity to achieve their highest standards. Baseline assessment is used appropriately for all pupils. The school ensures that assessment is as free of gender, cultural and social bias as possible, and that assessment methods are valid. The school monitors and analyses pupil performance by gender, ethnicity, SEN and those entitled to pupil premium and is therefore able to identify groups of pupils where there are patterns of underachievement. The school ensures that action is taken to counter this. Staff have high expectations of all pupils and they continually challenge them to extend their learning and achieve higher standards. The school recognises and values all forms of achievement. Self-assessment provides all pupils with opportunities to take responsibility for their own learning through regular reflection and feedback on progress. All pupils have full opportunities to demonstrate what they know, understand and can do and therefore, to benefit from assessment that summarises what they have learnt. Information from assessment is used to inform future learning. Staff use a range of methods and strategies to assess pupil progress.

The school takes this into account when dealing with incidents of unacceptable behaviour. All staff operate consistent systems of rewards and sanctions as stated within the school's behaviour Policy. Pupils, staff, parents and governors are aware of procedures for dealing with harassment. They know that any language or behaviour that is damaging to any minority group is always unacceptable.

Equality Objectives

Objective 1: Ensure that Chase Terrace Primary School fully implements the Behaviour, Anti Bullying and Safeguarding policies in order to reduce the need to address and report any discriminatory incidents.

Why we have chosen this objective:

- We want all pupils and staff to attend Chase Terrace Primary School free from any form of discrimination.
- We want all staff and pupils to be feel sufficiently confident to challenge any form of discrimination.
- We want staff training to remain current and in line with latest policy and guidance.
- We want all staff and pupils to know that they can report any form of discrimination; that they will be heard and follow up will happen

To achieve this objective, we plan to:

- We will annually monitor that all staff are trained to recognize and respond, in line with policy, any form of discrimination.
- We will regularly monitor how pupils and staff feel regarding discrimination; this may be addressed via internal surveys.
- External and internal monitoring will be carried out to ensure that Objective 1 is achieved.

Objective 2: Ensure that the Curriculum and Pastoral Care in Chase Terrace Primary schools promotes diversity, challenges stereotypes and develops character education.

Why we have chosen this objective:

- We want all pupils in Chase Terrace Primary School to learn, appreciate and respect that we live in a diverse society.
- We want all pupils to feel sufficiently confident to be able to question and challenge stereotypes.
- We want all pupils to know that they are valued for who they are; to respect and value others; to be prepared to live and work in a diverse society beyond school.

To achieve this objective, we plan to:

- Ensure the curriculum takes account of the ethnicity, backgrounds and needs of all pupils.
- Monitor the curriculum to ensure it builds on pupils' starting points and is differentiated where appropriate.
- We will provide challenge and support through relevant CPD and training for staff.
- Regularly check that the Curriculum offer and Pastoral Care are of the highest quality for all groups of pupils.

Objective 3: Ensure that Chase Terrace Primary School continually strives to deliver high quality teaching and learning with consistently high expectations and achievement for all pupils.

Why we have chosen this objective:

- We expect Chase Terrace Primary School to provide the very best teaching and learning opportunities.
- We want Chase Terrace Primary School to uphold the highest expectations for all pupils, regardless of their personal context and age.
- We expect Chase Terrace Primary school to continually review, reflect upon and improve their provision to achieve the very best outcomes for all learners.

To achieve this objective, we plan to:

- We will provide appropriate support and challenge through internal and external monitoring.
- We will provide appropriate CPD and sharing of effective practice in order to improve outcomes for all pupils at Chase Terrace Primary School.
- We will work with Educational Consultants to inform school provision and practice.
- Chase Terrace Primary School will regularly carry out stakeholder surveys to check that the quality of teaching and learning is of the highest quality for all pupils.
- Teachers will regularly monitor pupil outcomes to ensure that standards are improving for all groups of pupils. Progress we are making towards this objective

Objective 4: Ensure that Chase Terrace Primary school staff and governors who are involved in recruitment and selection, are fully trained regarding equal opportunities and non-discrimination, alongside safer recruitment.**Why we have chosen this objective:**

- We want Chase Terrace Primary School to be a consistently fair and equitable employer.
- We don't want to unknowingly discriminate against any protected characteristics.
- We want all those employed by Chase Terrace Primary School to know that the selection and recruitment processes are delivered without prejudice.

To achieve this objective, we plan to:

- We will ensure that staff are trained in line with statutory policy and practice.
- We will monitor training to ensure that statutory policy is followed and upheld.
- Training records kept will show that those attending have relevant training and have a good understanding of the legal requirements.

Personal Development and Pastoral Care

Pastoral support takes account of differences, and the experiences and needs of all individuals. Appropriate support is given to victims of harassment and intolerant behaviour, using the support of

external agencies where appropriate. The perpetrators are dealt with in accordance with school policies and provided with relevant support to consider and modify their behaviour.

Preventing Extremism and Radicalisation

When operating this policy, Chase Terrace Primary School uses the following accepted Governmental definition of extremism which is:

'Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs; and/or calls for the death of members of our armed forces, whether in this country or overseas'.

Partnership with Parents in the Community

All parents are encouraged to participate at all levels in the full life of the school. The school works in partnership with parents and the community to develop positive attitudes to diversity and to address specific incidents. Meetings for parents are made accessible for all. Parental involvement is monitored to ensure the participation of all groups.

Responsibilities

The governing body and headteacher will ensure that the school complies with all relevant equalities legislation. The governing body and headteacher will ensure that the policy and related procedures and strategies are implemented. The headteacher will ensure that all staff members are aware of their responsibilities under the policy.

Monitoring and Review

This policy will be regularly monitored and reviewed to ensure that it does not disadvantage particular sections of the community.