

Equality Policy

This statement applies to all schools and organisations within Wandle Learning Trust. Wandle Learning Trust is committed to ensuring equality of education and opportunity for all students, staff, contractors, volunteers, parents/carers in line with the Equality Act 2010. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life, reducing disadvantages, discrimination and inequalities of opportunity, and promote diversity in terms of our students, our workforce and the community in which we work.

1. Aims

Our school aims to meet its obligations under the public sector equality duty 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

2. Legislation and guidance

This document is also based on Department for Education (DfE) guidance: [The Equality Act 2010 and schools](#). This document meets the requirements under the following legislation:

- [The 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

3. Roles and responsibilities

The local academy committee will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, pupils and parents/carers, and that they are reviewed and updated at least once every four years
- Delegate responsibility for monitoring the achievement of the objectives on a regular basis to the Deputy Headteacher

The Headteacher will:

- Promote knowledge and understanding of the equality objectives amongst staff and pupils
- Monitor success in achieving the objectives and report back to governors

All school staff are expected to have regard to this document and to work to achieve the objectives as set out in section 8.

4. Eliminating discrimination

At Chesterton Primary School we continuously strive to ensure that everyone is treated with dignity and respect, which is reinforced by our work as a UNICEF Gold Rights Respecting

School. Each person in our school will be given fair and equal opportunities to develop their full potential regardless of gender, cultural and religious background, ethnicity, disability or special educational need, faith or belief, sexual orientation or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life.

We will not tolerate discrimination or harassment or any action or conduct that contravenes the Equality Act 2010 and we will challenge any behaviour that compromises that commitment. Chesterton Primary School works hard to ensure we foster good relations amongst the community and we will educate the pupils to understand and respect the views and characteristics of the diverse society that we live in. At Chesterton Primary School we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

Chesterton is required (under the Public Sector Equality Duty) to consider the specific needs of any individual or group with a protected characteristic. This includes ensuring that they are treated fairly, receive equal provision and that appropriate adjustments are made according to their needs.

The nine protected characteristics are:

- Age
- Disability
- Gender Reassignment
- Pregnancy/ Maternity
- Sex
- Race
- Religion or belief
- Sexual Orientation
- Marriage/ civil partnership

5. Fostering good relations

The 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, PSHE and RSE, 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.
- Remaining committed to our robust Gold UNICEF Rights Respecting work throughout the curriculum and within the wider ethos of the school.
- Holding assemblies dealing with relevant issues. Pupils will be encouraged to take a lead in such assemblies and we will also invite external speakers to contribute where appropriate.
- Working with our local community, including organising school trips and activities based around the local community.

6. 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 which are connected to a particular characteristic they have
- Taking steps to meet the particular needs of people who have a particular characteristic
- Encouraging people who have a particular characteristic to participate fully in any activities

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
- Make evidence available identifying improvements for specific groups

7. Teaching and learning

We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, we:

- Provide pupils with a range of opportunities to learn about and discuss issues relating to equality through a rich, varied broad and balanced PSHCE and RE curriculum which has been personalised by our school to meet the needs of our pupils.
- Provide pupils in the Early Years with a range of age appropriate opportunities through their personal, social and emotional development and understanding the world curriculum which includes planned opportunities which meet the needs of our pupils.
- Use opportunities through the broader curriculum (where appropriate) to discuss equality issues.
- Use of 'First News' children's newspapers in KS2 to ensure pupils are given access to information that supports their awareness of the wider world.
- Throughout our curriculum we will prepare pupils for life in a diverse society.
- Celebrate our diversity through International Day celebrations and other annual events, including half termly house mornings.
- Visit a range of local places of worship.
- Provide a broad range of parent workshops such as inclusion, maths, phonics, reading, rights respecting and global citizenship.
- Embed our UNICEF Rights Respecting and Global Citizenship work throughout the curriculum.
- Have an elected school council and eco council.
- Have elected House Captains who lead initiatives and are the voice of their school house.
- Have a range of celebration assemblies that represent our school community.
- Ensure our school values (pride, resilience and kindness) are reflected in all aspects of the school day.
- Use contextual data to improve the ways in which we provide support for individuals and groups of pupils.
- Monitor progress and attainment by ethnicity, gender and disability of special educational need and find ways to reduce gaps.
- Ensure equality of access for all pupils.

8. Equality considerations in decision-making

The school ensures it has due regard to equality considerations whenever significant decisions are made.

The school always considers 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 all pupils

9. Admissions and exclusions

The admission policy is written following best practice guidance from equality legislation based on the Equality Act 2010.

Exclusions will always be based on the behaviour policy. We will annually review whether one or more groups with a particular characteristic is over-represented and if so, this will be investigated to ensure against conscious or unconscious discrimination.

10. Employer duties

We will always comply with the provision of the Equality Act 2010 when appointing staff.

Recruitment methods will ensure that appointments are based on merit and ability. At least one member of any interview panel will be safer recruitment trained to ensure recruitment procedures are adhered to. We will annually monitor appointments and promotions to ensure that no groups with a particular protected characteristic appear to be disadvantaged through conscious or unconscious prejudice or discrimination. Where particular groups appear to be under-represented in comparison with the local community, we will investigate why. This will also be subject to the requirements from the Equality Act.

Bullying and harassment of staff on any grounds will not be tolerated and the disciplinary procedure will be instigated whenever initial investigation indicates there is a case to answer.

11. Links with other policies

This policy should be read in conjunction with the Equality Objectives and Action Plan, Safeguarding Policy, Health and Safety Policy, Medical Conditions and Medicines in School Policy, Intimate Care Policy, Anti-Bullying Policy, Behaviour Policy and the Accessibility Plan.

Policy Sign off – Equality Policy

	Reviewer	Date	Approver	Date
Reviewer / approver	Deputy Head for Inclusion	11/11/24	LAC- Standards and Pupil Welfare	20/11/24
	Next Review			November 2024