

ST Edwards (CE) Academy Cheddleton

Equality Statement

*Meeting Our Public Sector Equality Duty
(March 2012)*

1.0 Introduction

Mission statement

'We Love to Learn and Learn to Love'

At St Edwards (CE) Academy we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of race, gender, disability, faith or religion 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.

At St Edwards (CE) Academy is an inclusive school where we believe that all members of our community are of equal worth. We demonstrate our commitment to this by prioritising the well-being and progress of every child in our school and by striving to ensure that all members of our community are treated fairly in all situations.

We believe that the Equality Act 2010 provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people. It also ensures that we continue to tackle issues of disadvantage and underachievement of different groups represented in the school.

The achievement of pupils is monitored by ethnicity, gender and disability and we will use this data to support pupils, raise standards and ensure inclusive teaching. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all.

At St Edwards (CE) Academy we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

Legal Framework

2.0 Purpose of the policy

The Equality Act 2010 was introduced to ensure protection from discrimination, harassment and victimisation on the grounds of specific characteristics (referred to as protected characteristics). This means that school cannot discriminate against pupils, staff, parents and carers or treat them less favourably because of their sex (gender), race, disability, religion or belief, gender reassignment, sexual orientation or pregnancy or maternity. Age and marriage and civil partnership are also "protected characteristics", which are covered by this policy, but not as part of the school provisions related to pupils.

The Act requires all public organisations, including schools to comply with the Public Sector Equality Duty and two specific duties:

The Public Sector Equality Duty or General Duty

Section 149 of the Equality Act 2010 imposes an 'Equality Duty' on all public organisations, including schools to have due regard to the need to:

- Eliminate unlawful discrimination harassment and victimisation and any other conduct prohibited by the Act;
- Advance equality of opportunity between different groups
- Foster good relations between different groups

The Specific Duties

The Equality Act 2010 (Specific Duties) Regulations 2011 requires all public bodies including schools to:

- Publish information to demonstrate its compliance with the General Duty within the timescales required and at intervals of not greater than one year beginning with the date of the last publication. The information must be published in such a manner that it is accessible to the public.
- Prepare and publish one or more objectives within the timescales required by the Specific Duties and subsequently at intervals of not greater than four years beginning with the date of the last publication.
- Equality objectives must be published by 6 April 2012 and subsequently at intervals of no more than four years. The objectives should be specific and measurable.

This policy describes how the school is meeting these statutory duties and is in line with national guidance. It includes information about how the school is complying with the Public Sector Equality Duty and also provides guidance to staff and outside visitors about our approach to promoting equality.

3.0 Development of the policy

This policy was developed by the Equality Working Group in consultation with pupils, staff, governors and parents and carers. It is part of our commitment to promoting equalities and providing an inclusive school

When developing the policy, we took account of the DfE guidance on the Equality Act 2010 and also the OFSTED inspection framework 2012, which places a strong focus on improving the learning and progress of different groups and on closing gaps in standards. We also note that OFSTED has a statutory duty to report on the outcomes and provision for pupils who are disabled and those who have special educational needs.

1. We welcome our duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age (as appropriate), disability, ethnicity, gender, religion and sexual identity.
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.
4. In fulfilling the legal obligations cited above, we are guided by 6 principles

Guiding principles:

1. **All learners are 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 orientation.

2. We recognise, respect and value difference and understand that diversity is a strength.

Treating people equally (Principle 1 above) 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, women and men, are recognised
- Religion, belief or faith background
- Sexual identity

3. We foster positive attitudes and relationships, and foster a shared sense of cohesion and belonging.

We intend that our policies, procedures and activities should promote:

- Positive attitudes 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 national origin or national status, and an absence of prejudice-related bullying and incident.
- Mutual respect and good relations between boys and girls, and women and men, and of sexual and homophobic harassment

4. We observe good equalities practice for our staff.

We ensure that policies and procedures benefit all employees and potential employees all aspects of their work, including in recruitment and promotion, and in continuing professional development

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 positive impacts by reducing and removing inequalities and barriers that may already exist between:

- Disabled and non-disabled people
- People of different ethnic, cultural and religious backgrounds
- Girls and boys, women and men

6. Consultation

We engage with a range of groups and individuals to ensure that those who are affected a policy or activity are consulted and involved in the design of new policies, and in the review of existing ones. We consult and involve: disabled people as well as non-disabled

4.0 Links to other policies and documentation

Although this policy is the key document for information about our approach to equalities in line with the Public Sector Equality Duty, we ensure that information about our responsibilities under the Equality Act 2010 are also included in our school development plan, self evaluation review, the school web site and newsletters.

Our responsibilities under the Equality Act 2010 also inform policy and practice with regards to the school's behaviour, admissions, DSEN and anti-bullying policies as well as minutes of meetings involving the Governing Body, the whole staff, and the senior leadership team and School Council.

The Equality Act 2010 also applies to schools in their role as employers, and the way we comply with this are found in our recruitment policy.

Approved: November 2017

Review: November 2020

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