

Coulsdon C of E Primary School



Equality Policy

The ethos of this school is to enable every child to learn and develop in a Christian environment. We ask all parents of whatever faith applying for a place here to recognise and support this ethos and its importance to the school.

Approved by
Headteacher and
Governors:

Paul Garratty
Anne Gledhil

Date: 11.11.2024

Equality Policy

Our values

St Paul, writing to the Christians in Galatia, says that their identity in Christ gives them a new-found equality in the kingdom of God: There is neither Jew nor Greek, slave nor free, male nor female (Galatians 3:28). This is not to say that differences no longer existed, but that they no longer kept people at a disadvantage in relation to God. As a Christian school we want to ensure an equality of opportunity in every area of school life that reflects this equality in the kingdom of God.

Rationale:

At Coulsdon C of E Primary School we have a positive approach to ensuring equality, as defined in the Equality Act 2010. Our Equality Policy covers sex, race, disability, age, religion or belief, sexual orientation and those who are undergoing or have undergone gender reassignment. Coulsdon C of E Primary School is a Church of England school set in Old Coulsdon in the Borough of Croydon. The school is fully inclusive and equality of opportunity is a fundamental right for all members of the school community. We are committed to developing the potential of all people associated with the school. The aim of this policy is to ensure that individual diversity is valued and that rights and beliefs are protected, respected and tolerated. In order to guarantee that this occurs, we must make it an integral part of our thoughts, words and deeds. This policy is intended to have a direct and positive impact on the ethos of the school. At Coulsdon C of E Primary School staff, parents, governors and friends of the school will all work together to achieve the school's aims and promote identified values. Through ongoing education and training the school promotes a culture of respect for all, we promote equality by recognising and celebrating diversity and we create a school community that prepares our children for a life in a diverse society.

Legal framework:

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 (including issues of transgender, and of maternity and pregnancy), religion and belief, and sexual orientation.
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 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, 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

Principle 2: We recognise and respect difference

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, and women and men, are recognised
- Religion, belief or faith background
- Sexual orientation

Principle 3: We foster positive attitudes and relationships, and 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 affiliation, national origin or national status, and an absence of prejudice-related bullying and incidents
- Mutual respect and good relations between boys and girls, and women and men, and an absence of sexual and homophobic harassment.

Principle 4: 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 orientation, 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 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.

Principle 6: we consult and involve widely

We engage with a range of groups and individuals, including those who have special knowledge and can inform the school's approach, to ensure that those who are affected by a policy or activity are consulted. We consult and involve where possible:

- disabled people as well as non-disabled
- people from a range of ethnic, cultural and religious backgrounds
- both women and men, and girls and boys
- people with differing sexual orientation

Principle 7: Society as a whole should benefit

We intend that our policies and activities should benefit society as a whole, both locally and nationally, by fostering greater social cohesion.

Principle 8: We base our practices on sound evidence

We maintain and publish information showing our compliance with the public sector equality duty (PSED) set out in clause 149 of the Equality Act 2010.

Principle 9: Objectives

We formulate and publish specific and measurable objectives, based on the evidence we have collected and published (principle 8) and the engagement in which we have been involved (principle 7).

The objectives which we identify take into account national and local priorities and issues, as appropriate.

We keep our equality objectives under review and report annually on progress towards achieving them.

The Curriculum

5. We keep the curriculum subject or area under review in order to ensure that teaching and learning reflect the principles set out in paragraph 4 above.

Ethos and organisation

6. We ensure the principles listed in paragraph 4 above apply to the full range of our policies and practices, including those that are concerned with:

- Pupils' progress, attainment and achievement
- Pupils' personal development, welfare and well-being
- Teaching styles and strategies
- Admissions and attendance
- Staff recruitment, retention and professional development
- Care, guidance and support
- Behaviour, discipline and exclusions
- Working in partnership with parents, carers and guardians
- Working with the wider community

Addressing prejudice and prejudice-related bullying

7. The school is opposed to all forms of prejudice which stand in the way of fulfilling the legal duties referred to in paragraphs 1-3:

- Prejudices around disability and special educational needs
- Prejudices around racism and xenophobia, including those that are directed towards religious groups and communities
- Prejudices reflecting sexism and homophobia.

8. We keep a record of prejudice-related incidents and, if requested, provide a report to the local authority about the numbers, types and seriousness of prejudice related incidents at our school and how they are dealt with.

Roles and Responsibilities

9. The governing body is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and action plans are implemented.

10. The Community Committee reviews this policy and monitors its implementation.

11. 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.

12. The Senior Leadership Team has day-to-day responsibility for coordinating implementation of the policy.

13. 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.

Information and resources

14. We ensure that the content of this policy is known to all staff and governors and, as appropriate, to all pupils and their parents and carers.
15. All staff and governors have access to a selection of resources which discuss and explain concepts of equality, diversity and community cohesion in appropriate detail.

Religious observance

16. We respect the religious beliefs and practice of all staff, pupils and parents, and comply with reasonable requests relating to religious observance and practice.

Staff Development and Training

17. We ensure that all staff, including support and administrative staff, receive appropriate training and opportunities for professional development, both as individuals and as groups or teams.

Monitoring and review

18. We collect, study and use quantitative and qualitative data relating to the implementation of this policy, and make adjustments as appropriate.
19. In particular we collect, analyse and use data in relation to achievement, broken down as appropriate according to disabilities and special educational needs; ethnicity, culture, language, religious affiliation, national origin and national status; and gender.

References

Equality Act 2010

Equality Act 2010 (Specific Duties) Regulations 2011

Education and Inspections Act 2006

UN Convention on the Rights of the Child

UN Convention on the Rights of People with Disabilities

Human Rights Act 1998