

# **Cockton Hill Infants' School**

## **Equality Policy**



**Headteacher: Tom  
Cuthbertson Chair of  
Governors: Bob Woods**

**Date: June 2024**

**Date for review: June 2025**

## Introductory notes

The Equality Act 2010 was introduced fully in April 2011 and there is no longer a requirement that schools should draw up and publish individual equality schemes or policies. However, it is still good practice for a school to make a statement about the principles according to which it establishes specific objectives.

We must under the general duty of public sector equality duty, in the exercise of our functions, have due regard to the need to:

- ✓ Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited under the Act.
- ✓ Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it;
- ✓ Foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

This will apply to all pupils, staff and others using the facilities. We will give relevant and proportionate consideration to the public sector equality duty.

The protected characteristics for the schools provisions are:

- Disability
- Gender identity
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation
- Age (not applicable to pupils)
- Marriage and Civil Partnerships (not applicable pupils)

Age and marriage and civil partnership and NOT protected characteristics for the schools provisions for pupils.

We will have **due regard** to advancing equality of opportunity including making serious consideration of the need to

- Remove or minimise disadvantages suffered by persons who share a relevant protected characteristic that are connected to that characteristic;
- Take steps to meet the needs of persons who share a protected characteristics that are different from the need of persons who do not share it;
- Encourage persons who share a relevant protected characteristic to participate in public life or in any activity in which participation by such persons is disproportionately low.

We will take into account the six Brown principles of 'due regard'

- **Awareness** - all staff know and understand what the law requires
- **Timelines** - implications considered before they are implemented
- **Rigour** - open-minded and rigorous analysis, including parent/pupil voice
- **Non-delegation** - the PSED cannot be delegated
- **Continuous** - ongoing all academic year

- **Record-keeping** - keep notes and records of decisions & meetings

We welcome the opportunity to be transparent and accountable. To this end we fulfil the specific duties of the Act by:

- ✓ Publishing our equality information
- ✓ Publishing our equality objectives

We aim to make the information accessible, easy to read *and* easy to find.

## Legal Framework

We welcome our duties under the Equality Act 2010 to eliminate discrimination, advance equality or opportunity and foster good relations in relation to age (as appropriate), disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

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

We recognise these duties are essential to reflect international human rights standards as expressed in the UN Convention of the Rights of the Child, the UN Convention of the Rights of People with Disabilities, and the Human Rights Act 1998 and the Public Sector Equality Duties 2010.

## Guiding principles

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.

### **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 or life-experience, outlook and background, and in the kinds of barriers and disadvantage which. people may face.

\*There are some areas where a school with a religious character can make exceptions on some certain prescribed grounds. These are discussed at the end of the document.

### **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, homophobic and transphobic harassment.
- Positive attitudes and understanding of those women pregnant or during maternity.

**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.

\*There are some areas where a school with a religious character can make exceptions on some certain prescribed grounds. These are discussed at the end of the document.

**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.

**Principle 6: We consult and involve widely**

People affected by a policy or activity should be consulted and involved in the design of new policies, and in the review of existing ones. We consult and involve all sectors of the school community.

**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, and greater participation in public life.

**Principle 8: We base our practices on sound evidence**

We maintain and publish quantitative information about our progress towards greater equality

**Principle 9: Objectives**

Every four years formulate and publish specific and measureable objectives, based on the evidence we have collected and published. 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 on actual progress towards achieving them.

## **Objectives for 2023-2024**

The Governing Body have set Equality Objectives for the four academic years commencing 2023/2024. These can be found in the action plan at the end of this policy document.

## **The Curriculum**

We keep each curriculum subject or area under review in order to ensure that teaching and learning reflect the nine guiding principles.

## **Ethos and Organisation**

We ensure the guiding principles apply to the full range of our policies and practices, including those that are concerned with:

- Pupils' progress, attainment and achievement
- Pupils' personal development, well-being and well-being
- Pedagogy
- Admission 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**

The school is opposed to all forms of prejudice which stand in the way of fulfilling the legal duties.

There is guidance in the staff handbook on how prejudice-related incidents should be identified, assessed, recorded and dealt with.

We take seriously the importance of recording the numbers, types and seriousness of prejudice-related incidents at our school and how they are dealt with. We also investigate potential patterns and trends of incidents.

## **Roles and responsibilities**

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. An identified member of the governing body has a supporting role regarding the implementation of this policy.

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.

All staff are expected to:

- Promote an inclusive and collaborative ethos in their classroom
- Respond to prejudice-related incidents that may occur
- Incorporate the principles of this policy into the curriculum
- Keep up-to-date with equalities legislation relevant to their work

### **Information and resources**

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.

All staff and governors are signposted towards a selection of resources which discuss and explain concepts of equality, diversity and community cohesion in appropriate detail.

### **Religious observance**

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

### **Staff development and training**

We ensure that all staff receive appropriate training and opportunities for professional development around equalities.

### **Breaches of the policy**

Breaches of this policy will be dealt with in line with the school disciplinary policy.

### **Monitoring and evaluation**

We collect, study and use quantitative and qualitative data relating to the implementation of this policy, and make adjustments as appropriate.

We collect, analyse and use data in relation to achievement, relevant and appropriate to the profile of the school.



### Equality Action Plan

Equality Strand	Action	Success criteria	By whom	Time	Achieved/Success
All	To publish and promote the equality plan to all stakeholders.	All stakeholders to have access to published equality plan. Stakeholders to have opportunities to assess the impact of the plan, influencing the evaluation process and future target setting.	Head Teacher to organise and delegate.	Published in June 2023  Reviewed annually	
All	To ensure all pupils are given the opportunity to make a positive contribution to the life of the school.	All school events have pupils from all groups participating, with monitoring of groups where there is less take up.	SLT School staff	Ongoing	
Race Equality Duty	To identify, respond and report racist incidents as outlined. To report the figures to the Governing body on a termly basis.	Staff, parents and pupils are happy with the effectiveness of response given by Teaching staff /SLT. Staff followed guidance	Head Teacher School staff (monitored by SLT)	Termly	



		consistently and effectively as outlined above. Governors are informed regularly of any recorded incidents regarding the equality groups. Nil reporting is consistently challenged.			
Gender Equality Duty	To ensure opportunities arranged within school have an appropriate balance between girls and boys.	Equal representation / opportunities for boys and girls. Clubs are accessible to boys and girls.	SLT, School staff, PE co-ordinator and Club leaders.	Ongoing	
Disability Equality Duty	To ensure pupils with a disability are actively involved in school activities eg clubs. To ensure there is effective transition between classes and schools.	Pupils with a disability are participating in extra- curricular activities. Pupils, parents and staff have opportunities to meet and discuss relevant issues	Class teacher SLT, School staff	Ongoing	

		before commencing a new school year.			
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