



ST PHILIP'S CE PRIMARY ACADEMY

EQUALITY INFORMATION AND OBJECTIVES POLICY

Date of policy:	November 2023	Signed: Headteacher: M.Hargreaves- Swales Chair of Governors: C. Leighton
Review date:	November 2027	

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Safeguarding Statement

At St Philip's Primary Academy, we respect and value all children and are committed to providing a caring, friendly and safe environment for all our pupils so they can learn, in a relaxed and secure atmosphere. We believe every pupil should be able to participate in all academy activities in an enjoyable and safe environment and be protected from harm. This is the responsibility of every adult employed by, or invited to deliver services at St Philip's Primary Academy. We recognise our responsibility to safeguard all who access the academy and promote the welfare of all our pupils by protecting them from physical, sexual or emotional abuse, neglect and bullying.

Vision Statement

Fostering curiosity and a love of learning is at the heart of our teaching. Broadening horizons enables all children to flourish and be fulfilled. Successes are celebrated and failure learned from, allowing us to shine through challenges. Together, we develop qualities of character necessary to be positive future citizens.

Our Guiding Principles

At St Philip's CE Primary Academy we pride ourselves on developing a positive ethos built on the foundations of the Christian faith, whilst taking into consideration that most of our pupils, staff and community follow the faith of Islam. We endeavour to ensure we are always ***'Working together with hope in our hearts'***

This ethos is based on the following principles that, as stakeholders, we all aim to uphold:

Value 1: NURTURING

We demonstrate kindness and caring towards each other so that we can find happiness and fulfilment. We promote and support children's wellbeing to support their growth and development.

Value 2: OPTIMISTIC

We believe that having a positive attitude towards situations enables us to be forward thinking and supports us in our goal of providing a good and better education for all of our pupils.

Value 3: ASPIRATIONAL

We have high aspirations for the futures of the children in our Academy. Through a high-

quality curriculum and planning of lessons that are specifically tailored for our pupils, they will have the opportunity to achieve and surpass their potential.

Value 4: HOPEFUL

The value of hope is interwoven into our teaching and is and is an expression of our faith. Hope supports our spirituality, and through that, virtues such as forgiveness, empathy and compassion come to the fore.

Value 5: SINCERE

We are united as a whole to ensure integrity, honesty and trust are maintained. This quality within our academy means that we follow our values to ensure that we always do our best for pupils, staff and community.

Value 6: ASSURED

Our goal is to see our pupils confident, armed with independence and conviction, echoing 'Let your light shine' - Matthew 5:16

Value 7: RESPECTFUL

All members of our academy, including pupils, staff, governors, visitors and the wider community, should be treated with respect. We hold politeness in high regard and we are accepting of each individual's uniqueness.

Value 8: KNOWLEDGEABLE

By fostering resilience, collaboration and risk-taking, we craft an environment where pupils are ready to be lifelong learners.

The Equality Act 2010

The Equality Act 2010 has replaced all existing equality legislation such as the Race Relations Act, Disability Discrimination Act and Sex Discrimination Act. The Equality Act 2010 provides a single, consolidated source of discrimination law, covering all the types of discrimination that are unlawful.

The equality duty has two main parts: the 'general' equality duty' and 'specific duties'.

The general equality duty sets out the equality matters that schools need to consider when making decisions that affect pupils or staff with different protected characteristics. This duty has three elements. In carrying out their functions public bodies are required to have '**due regard**' when making decisions and developing policies, to the need to:

- **Eliminate discrimination**
- **Advance equality of opportunity**
- **Foster good relations**

St Philip's CE Primary Academy fully understands the principle of the Equality Act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity. The Governors and Staff at St Philip's CE Primary Academy are committed to providing all pupils with a curriculum which provides equality of opportunity and freedom from discrimination. We

are committed to overcoming sexist, racist and classist attitudes with an approach which seeks to raise consciousness and develop positive attitudes.

A **protected characteristic** under the act covers the groups listed below:

- Age;
- Disability;
- Race, colour, nationality, ethnic or national origin;
- Sex (including transgender);
- Gender reassignment;
- Maternity and pregnancy;
- Religion and belief;
- Sexual orientation; and
- Marriage and civil partnership (for employees).

Having due regard to the need to advance equality of opportunity is defined further in the Equality Act 2010 as having due regard to the need to:

1. Remove or minimise disadvantages.
2. Take steps to meet different needs.
3. Encourage participation when it is disproportionately low.

Schools are required to publish information showing how they comply with the new equality duty and to set equality objectives. The academy will update the published information at least annually and equality objectives at least once every four years.

In order to meet the general equality duty, there are two **specific duties** that we are required to carry out. These are:

- **To publish information to demonstrate how we are complying with the equality duty.** (Updated annually) *We will not publish any information that can specifically identify any child.*
- **To prepare and publish one or more specific and measurable equality objective.** (Updated annually) To do this we will collect data related to the protected characteristics above and analyse this data to determine our focus for our equality objectives. This will include the following functions:
 - Admissions;
 - Attendance;
 - Attainment;
 - Exclusions;
 - Prejudice related incidents.

Our objectives will detail how we will ensure equality is applied to the services listed above however; where we find evidence that other functions have a significant impact on any particular group, we will include work in this area. 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.

The Policy

The St Philip's Equality Information and Objectives Policy draws together all previous equality legislation and details how we are fulfilling the requirements of the Act.

Addressing Prejudice Related Incidents

St Philip's CE Primary Academy is opposed to all forms of prejudice and we recognise that children and young people who experience any form of prejudice related discrimination may fair less well in the education system. We provide both our pupils and staff with an awareness of the impact of prejudice in order to prevent any incidents. If incidents still occur, we address them immediately and report to the governing body.

Objectives

Detailed below are the St Philip's CE Primary Academy current set of overriding equality objectives.

Objective Group	Objective
Leadership and Management	The vision for education is applied equally to all children at the academy. The staff and Governing Body reflects the diversity of the St Philip's CE Primary Academy community. Accurate collection, analysis and publication of equality data including the recording of prejudice-related incidents.
Quality of Education	No pupils (or their families) are disadvantaged academically, socially or emotionally. All staff are mindful of the academic and social needs of all children, especially potentially vulnerable children. Under-achievement is identified at regular pupil progress meetings and appropriate intervention is applied. All pupils are able to participate in a range of extracurricular opportunities. All pupils are assessed, monitored and tracked through internal tracking systems.
Personal Development (Fostering good relations)	Curriculum effectively develops children's understanding and appreciation of diversity. The curriculum celebrates diversity and promotes respect for all the different protected characteristics as defined in the Equality Act 2010.
Behaviour and Attitudes (Fostering good relations)	Children respect one another. Children feel safe and valued. Children, staff and parents know that misconduct and gross misconduct will be challenged. A respectful and positive culture is nurtured. Bullying is dealt with effectively.

The St Philip's CE Primary Academy will make reasonable adjustments to meet the needs of disabled pupils and implement an accessibility plan aimed at:

- (a) increasing the extent to which disabled pupils can participate in the curriculum;
- (b) improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided; and
- (c) improving the availability of accessible information to disabled pupils.

The St Philip's CE Primary Academy, leaders accept and welcome their responsibility to have due regard in decision-making and actions to the possible implications for pupils with particular protected characteristics. They will consider equality implications before and at the time that they develop policy and take decisions.

Responsibility

We believe that promoting equality is the whole of St Philip's CE Primary Academy's responsibility.

How does St Philip's CE Primary Academy eliminate discrimination and other conduct that is prohibited by the Act, advance equality of opportunity between people who share a protected characteristic and people who do not share it, and foster good relations between people who share a protected characteristic and people who do not share it?

The St Philip's CE Primary Academy does this by measures that include:

- for pupils - implementation of policies on equal opportunities (including race and gender equality, special needs, behaviour and anti-bullying);
- for staff - implementation of policies on equal opportunities, recruitment and selection, pay and anti-harassment policy;
- PSHE, relationships education, RE and other elements within the curriculum that promote friendship and understanding about cultures and lifestyles;
- employing specialist staff to support pupils with special needs or disabilities, and implementing the St Philip's CE Primary Academy disability access plan;
- monitoring of welfare, with intervention and support where required;
- taking steps to meet the particular needs of pupils or staff that have a particular characteristic.

School Community	Responsibility
Governing Body of St Philip's CE Primary Academy	Involving and engaging the whole St Philip's CE Primary Academy community in identifying and understanding equality barriers and in the setting of objectives to address these.

<p>Senior Leadership Team</p>	<p>As above including: Promoting key messages to staff, parents and pupils about equality and what is expected of them and can be expected from St Philip's CE Primary Academy in carrying out its day-to-day duties. Ensure that staff have appropriate skills to deliver equality, including pupil awareness. Ensure that all staff are aware of their responsibility to record and report prejudice related incidents. To support the Headteacher as above. Ensure fair treatment and access to services and opportunities.</p>
<p>Teaching Staff</p>	<p>Help in delivering the right outcomes for pupils. Uphold the commitment made to pupils and parents/carers on how they can be expected to be treated. Design and deliver an inclusive curriculum. Take responsibility to record and report prejudice related incidents.</p>
<p>Support Staff</p>	<p>Support St Philip's CE Primary Academy and the Governing Body in delivering a fair and equitable service to all stakeholders. Uphold the commitment made by the Headteacher on how pupils and parents/carers can be expected to be treated. Support colleagues within the school community. Take responsibility to record and report prejudice related incidents.</p>
<p>Parents</p>	<p>Take an active part in identifying barriers for St Philip's CE Primary Academy community and in informing the governing body of actions that can be taken to eradicate these. Take an active role in supporting and challenging the school to achieve the commitment given to St Philip's CE Primary Academy community in tackling inequality and achieving equality of opportunity for all.</p>

Pupils	<p>Supporting St Philip's CE Primary Academy to achieve the commitment made to tackling inequality.</p> <p>Uphold the commitment made by the Headteacher on how pupils and parents/carers, staff and the wider community can be expected to be treated.</p>
Local Community Members	<p>Take an active part in identifying barriers for St Philip's CE Primary Academy community and in informing the governing body of actions that can be taken to eradicate these.</p> <p>Take an active role in supporting and challenging St Philip's CE Primary Academy to achieve the commitment made to the community in tackling inequality and achieving equality of opportunity for all.</p>

Consultation

We endeavour to consult with all related parties and ensure they are involved in the design of new policies, and in the review of existing ones. Where possible we consult and involve:

- disabled people as well as non-disabled;
- people from a range of ethnic, cultural and religious backgrounds;
- all gender identities;
- lesbian, gay, bisexual and transgender people;
- people of different ages and generations.

Note

The Disability Equality in Education (DEE) recommends that all pupils with SEN and those with long term medical needs be treated as disabled for the purposes of the Act and for equality.

Linked Policies

Anti-bullying Policy

Behaviour Policy

Child Protection and Safeguarding Policy

Relationships Education Policy

Supporting pupils with medical conditions Policy

Children with disabilities Policy (with accessibility plan)

BDAT Equality and Diversity Policy

BDAT Equal Opportunities Policy

BDAT Disability Equality Scheme

Review

The Governors at St Philip's CE Primary Academy will review this policy and objectives every 4 years. The Governors may, however, review the policy earlier than this, if the Government introduces new regulations, or if the Governing Body receives recommendations on how the policy might be improved.