

Equality Information

Reviewed: September 2017

Rationale

All pupils, staff and visitors have the right to education without bias or discrimination to any physical, social or emotional characteristic. This is a human right and includes, but is not constrained to, race, religion, disability and gender.

Aims

We are committed to recognising, valuing and respecting the diversity of our school community. We adhere to the Local Authority's Equal Opportunities Policy and Equality Duty 2010. We welcome all members of the school community irrespective of race, ethnic or national origins, religious and political beliefs, gender, disability, sexuality, age, marital status and linguistic ability. We will ensure equality and value diversity and address any unfair treatment, discrimination and prejudice.

Public Sector Equality Duty

The public sector Equality Duty (PSED) requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities.

We have created our equality objectives to ensure we meet the legal requirements of the PSED.

To promote cultural development and understanding through a rich range of experience, both in and beyond the school

We keep each curriculum subject or area under review in order to ensure that teaching and learning reflects our objectives.

Our cultural experiences are enriched by:

- Visits to and from places of worship
- Visiting speakers that reflect various cultural diversity from within and beyond our school
- Units of work cover a range of teaching strategies for learning about cultures

To close gaps in attainment and achievement between students and all groups of students; especially boys and girls, students eligible for free-school meals, students with special educational needs and disabilities, looked after children and students from different heritage groups.

To tackle prejudice and promote understanding in relation to people with disabilities.

We see all learners and potential learners and their parents and carers 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 identity

Treating people equally does not necessarily involve treating them all the same. Our policies, procedures and activities must not discriminate but must nevertheless take account of life experience, outlook and background and in the kinds of barriers and disadvantage which people may face, in relation to:

- Disability, so that reasonable adjustments can be 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 identity

To eradicate prejudice related bullying in relation to the protected characteristics listed in the Equality Act 2010.

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

- Prejudices around disability and special educational needs
- Prejudices around racism and xenophobia, including those that are directed towards religious groups and communities, for example anti-Semitism and Islamophobia, and those that are directed against travellers, migrants, refugees and people seeking asylum
- Prejudices reflecting sexism and homophobia

To challenge stereotypes and ensure resources and teaching strategies reflect and value the diversity of pupil's experiences.

We are committed to eradicating stereotypes from our curriculum and the teaching strategies we use. We make our pupil experiences diverse by:

- Challenging discriminating attitudes
- Curriculum audits to monitor breadth of diversity
- Promote positive and aspirational views of gender roles, religion, race, disability, sexuality and cultural diversity

To provide pupils with a comprehensive understanding of people and communities beyond their immediate experience.

We engage with a range of groups and individuals to ensure that those who are affected by a policy or activity are considered. We intend that our policies and activities should benefit society as a whole, both locally and nationally, be fostering greater social cohesion and great participation in public life:

- Disabled people as well as non-disabled
- People of a wide range of ethnic, cultural and religious backgrounds
- Both men and women, and both girls and boys

Staff and recruitment

We ensure that policies and procedures should benefit all employees and potential employees, for example in recruitment and promotion, and in continuing professional development:

- Whatever their age
- Whether or not they are disabled
- Whatever their ethnicity, culture, religious affiliation, national origin or national status
- Whatever their gender and sexual identity, and with full respect for legal rights relating to pregnancy and maternity

Religious observance

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



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Breaches of policy



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Breaches of this policy will be dealt with in the same way that breaches of other school policies are dealt with, as determined by the Executive Head teacher and governing body.

Monitoring and review

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, national status and gender.

Frequency: Annually.

Review date: November 2018

Sources:

- Equality Act 2010
- Public Sector Equality Duty
- DfE Equality Objectives (2014)
- DfE 'Preventing and tackling bullying' (July 2017)