

Blagreaves Federation

Equality Policy

For



**Ridgeway Infant School
&
Gayton Junior School**



Managers:	Mrs T Dale (RIS) Mrs J Hill (GJS)
Date Adopted:	Spring 2021
Date for review:	Spring 2022

Aims

The purpose of this policy is to define the Federation's commitment to equality and diversity and represents our commitment to a common set of values and objectives, and to a consistent approach to communicating, implementing and monitoring the statement. The Federation is committed to equality in both employment and education provision. We aim to ensure that everyone is treated fairly, and with dignity and respect.

Legislation and Guidance

This document meets the requirements under the following legislation:

- [The Equality Act 2010](#), which introduced the public sector equality duty and protects people from discrimination
- [The Equality Act 2010 \(Specific Duties\) Regulations 2011](#), which require schools to publish information to demonstrate how they are complying with the public sector equality duty and to publish equality objectives

This document is also based on Department for Education (DfE) guidance: [The Equality Act 2010 and schools](#).

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 schools cannot discriminate against pupils or staff, or treat them less favourably because of their:

- Sex (gender)
- Race
- Disability
- Religion or belief
- Gender reassignment
- Sexual orientation
- Pregnancy or maternity
- Age
- Marriage and civil partnership

Roles and Responsibilities

The governing board will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, pupils and parents
- Ensure that the published equality information is updated at least every year, and that the objectives are reviewed and updated at least every 4 years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher

The headteacher will:

- Promote knowledge and understanding of the equality objectives amongst staff and pupils
- Monitor success in achieving the objectives and report back to governors

All school staff are expected to have regard to this policy and to work to achieve the school's individual equality objectives.

Our approach to equality is based on the following 7 key 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 and whatever their sexual orientation.
- 2. We recognise, respect and value difference and understand that diversity is a strength.** We take account of differences and strive to remove barriers and disadvantages which people may face, in relation to disability, ethnicity, gender, religion, belief or faith and sexual orientation. We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.
- 3. We foster positive attitudes and relationships.** We actively promote positive attitudes and mutual respect between groups and communities different from each other.
- 4. We foster a shared sense of cohesion and belonging.** We want all members of our school community to feel a sense of belonging within the school and wider community and to feel that they are respected and able to participate fully in school life.
- 5. We observe good equalities practice in our staff.** We ensure that policies and procedures benefit all employees and potential employees in all aspects of their work, including in recruitment and promotion, and in continuing professional development
- 6. We have the highest expectations of all our children.** We expect that all pupils can make good progress and achieve to their highest potential
- 7. We work to raise standards for all pupils, but especially for the most vulnerable.** We believe that improving the quality of education for the most vulnerable groups of pupils raises standards across the whole school.

How does the Federation comply with the Public Sector Equality Duty?

The federation has a range of policies which make explicit the schools' commitment to actively promoting equality of opportunity for all. The main policies that deal with equality of opportunity are:

- Accessibility Policy
- Anti-Bullying Policy
- SEND policy
- Behaviour Policy
- Collective Worship Policy
- Relationships Education & PSHE Policy

The Blagreaves Federation is proud that both schools have an inclusive ethos, caring for every individual child. In doing so, we promote and deliver a range of strategies to ensure that we comply with the Equality Duty.

We ensure equality of access for all pupils to a broad and balanced curriculum, removing barriers to participation where necessary. The curriculums of both schools promote tolerance, friendship and an understanding of religions and cultures through a variety of aspects, including Religious Education, Relationships Education and PSHE and the wider curriculum, where possible. For example, as part of teaching and learning in Literacy, pupils will be introduced to literature from a range of cultures.

Assemblies are used to address key issues.

Our Accessibility Plans are designed to:

- Increase the extent to which pupils with disability can participate in the curriculum
- Improve the physical environment
- Improve the availability of accessible information to disabled pupils and their parents

Both schools evaluate attainment data each academic year showing how pupils with different characteristics are performing, striving to ensure gaps between vulnerable groups are closing. Data is analysed to determine strengths and areas for improvement and equality objectives are reviewed.

We have developed links with people and groups who have specialist knowledge about particular characteristics, specific to the local community, which helps inform and develop our approach.

Equality Considerations in Decision-making

The Federation ensures it has due regard to equality considerations whenever significant decisions are made. Both schools always considers the impact of significant decisions on particular groups. Examples of this are outlined below:

When a school trip or activity is being planned, the school considers whether the trip:

- Cuts across any religious holidays
- Is accessible to pupils with disabilities
- Has equivalent facilities for boys and girls

Shortlisting for vacancies is done 'blind' – without knowledge or consideration of applicants' personal details, so that those undertaking the shortlisting are unaware of any protected characteristics the applicant may or may not have. Candidates are rated on the following aspects from their application only:

- Qualifications and previous experience in relation to the role applied for
- Compatibility against the job description
- Skills as outlined in the person specification

Monitoring Arrangements

- The headteachers of both schools will update the equality information we publish at least every year.
- This document will be reviewed by headteachers of both schools at least every year.
- This document will be approved by governing board annually.