



Eccleston C.E. Primary School  
*"Let Your Light Shine" - Matthew 5:16*

Equality Policy and Objectives

Pupil Welfare, Community and Safeguarding Committee

Reviewed: Summer 2021

Approved by Full Governing Board: Summer 2020

Review Date: Summer 2024

# **ECCLESTON C.E. PRIMARY SCHOOL**

## **Our Vision Statement**

At Eccleston C of E Primary School we are united in our vision to prepare our children for life in the modern world.

We will do this by instilling a lifelong love of learning and embedding Christian values that reflect the example Jesus has set.

We strive for excellence in all we do, enabling all members of our school to flourish.

## **Equality Policy**

### **Rationale**

Equality of opportunity for all the children and staff at Eccleston CE Primary School is an essential principle. Every person matters at Eccleston and will be given the opportunity to succeed and reach their full potential.

We seek to ensure that our school respects the individuality of all pupils, employees, governors and visitors, irrespective of any of the protected characteristics as set out below.

**Our Legal Duties Legislation relating to equality and discrimination is laid out in in the Equality Act 2010.**

### **The Protected Characteristics are as follows:**

- Age - A person of a particular age or a range of ages. Age discrimination does not apply to the provision of education but it does apply to work. The admission of pupils out of their chronological age is considered on an individual basis and we would work alongside the admissions team and other external agencies as appropriate.
- Disability - A person has a disability if s/he had, or has had, a physical or mental impairment which has a substantial and long term adverse effect on their ability to carry out normal day to day activities . It includes discrimination arising from something connected with their disability such as use of aids or medical conditions. Long term illnesses such as HIV and cancer are all considered as disabilities, regardless of their effect.

- Gender identity - A person (usually with gender dysphoria) who is proposing to undergo, is undergoing or has gone gender reassignment (the process of changing physiological or other attributes of sex, therefore changing from male to female or female to male). 'Trans' is an umbrella term to describe people with the gender identity. 'Intersex' or 'Third Sex' is not covered by the Act but the school will treat Intersex children with the same degree of equality as children with gender dysphoria. Children as young as five may begin to show signs of gender dysphoria and therefore it is relevant in any school environment.
- Marriage and civil partnerships - Marriage and civil partnership discrimination does not apply to the provision of education, but it does apply to work.
- Pregnancy and maternity - Maternity refers to the period of 26 weeks after the birth (including still births), which reflects the period of a woman's Ordinary Leave Entitlement in the employment context. In employment, it also covers (where eligible) the period up to the end of her Additional Maternity Leave.
- Race - A person's colour, nationality, ethnic or national origin. It includes Travellers and Gypsies as well as White British people.
- Religion and belief - Religious and philosophical beliefs including lack of belief. Generally, a belief should affect your life choices or the way you live for it to be included in the definition. Religion and belief discrimination does not prevent a school from carrying out collective worship or other curriculum based activities, but pupils may withdraw from acts of collective worship.
- Sex - A man or a woman
- Sexual orientation - A person's sexual orientation towards the same sex (lesbian or gay), the opposite sex (heterosexual) or to both sexes (bisexual). Although children may not identify as gay or lesbian when very young, promotion of sexual orientation equality is as relevant in a primary school environment as it is in a secondary school. For example, a child may have an older sibling or parent who is gay. Children may experience friends 'questioning' or 'coming out' when they are in secondary school or college. Schools with a particular religious ethos cannot discriminate against lesbian, gay or bisexual pupils. Our school uniform is non gender specific.

## **Aims and Objectives**

- We promote the principles of fairness and justice for all through the education we provide in our school
- We ensure that all our children have equal access to the full range of educational opportunities provided by the school
- We constantly strive to remove any forms of discrimination or prohibited conduct that may form barriers to learning
- We ensure that all recruitment, employment, promotion and training systems are fair to all, and provide opportunities for everyone to achieve
- We challenge stereotyping and prejudice whenever it occurs
- We celebrate the cultural diversity of our wider community and show respect for all minority groups
- We are aware that prejudice and stereotyping is caused by low self-image and ignorance. Through positive educational experiences and support for each individual's point of view, we aim to promote positive social attitudes and respect for all.

## **Racial Equality**

We strive to eliminate all forms of racism and racial discrimination. Should an alleged racist incident occur it will be investigated, acting immediately to prevent any repetition. We also do all we can to support the victim, and if necessary their families too, in overcoming any difficulties they may have. All racial incidents are recorded and reported to Governors.

We are building up a bank of positive materials which reflect Modern Britain and the diversity within our community such as books and play equipment.

## **Sexual Orientation and Gender Equality**

At Eccleston CE Primary School, we follow the Jigsaw PHSE programme. This is taught from Reception upwards. Copies of the curriculum are available for parents on request.

We explore appropriate relationships with children and seek to address misconceptions. We are aware of different religious beliefs and sensitively approach this subject. We are a 'Kidsafe' school and the children have sessions with a fully trained member of staff on how to keep themselves safe. We are

also a Stonewall Champion school and have a programme of work in place to ensure all pupils are aware of the equal rights of LGBT pupils, staff or parents.

Our school uniform is non gender specific and we do not segregate for any lessons, including PE and Sport and PHSE. We are building up a bank of positive materials which reflect Modern Britain and the diversity within our community such as books and play equipment.

### **Religious Beliefs**

At Ecclestone CE Primary School, we recognise that people can face discrimination because of attitudes in society towards the faith communities to which they belong. In Britain, we acknowledge that faith based hate crime has been on the increase.

Our RE scheme of work is based on the locally agreed syllabus and the Understanding Christianity materials.

We also recognise that a person's religious (or similar) beliefs may mean that they have different needs, demands and expectations, which require flexibility.

### **Disability**

The school is required to improve access to the curriculum, our buildings and our other services to disabled people.

To enable all children to access the curriculum;

- School visits are planned accordingly and individual children's needs are risk assessed
- If necessary, staff allow for the additional time required by some disabled pupils to access tasks, e.g. use equipment in practical tasks
- Staff provide alternative ways of giving access to experience or understanding for disabled pupils who cannot engage in particular activities, e.g. some forms of exercise in Physical Education.
- Teachers and Teaching Assistants have the necessary training to teach and support disabled pupils
- Staff seek to remove barriers to learning and participation
- 1:1 Teaching Assistants work with a range of children with additional needs and seek advice from the SENDCO and external agencies to support them appropriately

The age of our building presents some barriers to accessibility and we do all we can within the restrictions of listed building status to adapt accordingly. Recent adjustments include:

- Installation of a disabled WC
- Installation of extra handrails

### **Tracking and Monitoring of Vulnerable Pupils**

At Eccleston CE Primary School, we work hard to ensure that all pupils, no matter what their additional or special needs, have the opportunity to progress and develop both academically and socially. Children on the SEND register receive individual targets written in conjunction with parents and any appropriate external agencies. The SENDCO closely monitors the delivery of intervention programmes across the whole schools and liaises with class teachers and parents to ensure a high standard of provision.

Children with English as an Additional Language are welcomed into our school. Staff work closely with external agencies and other local schools where appropriate to provide opportunities to achieve in their home and native language. Pupils in receipt of the Pupil Premium Grant are tracked and provided with additional support including specialist intervention to enable them to reach their full potential.

### **The Role of Governors**

- The Governing Board has set out its commitment to equal opportunities in this policy statement and it will continue to do all it can to ensure that all members of the school community are treated fairly and with equality
- The Governing Board will seek to ensure that people with disabilities are not discriminated against when applying for jobs at our school. The Governors take all reasonable steps to ensure that the school environment gives access to people with disabilities
- The Governors welcome all applications to join the school, whatever background or special needs a child may have
- The Governors take all reasonable steps to ensure that no child or adult is discriminated against while in our school on account of any of the protected characteristics under the Equality Act.

## **The Role of The Headteacher**

- To implement the school's Equal Opportunities Policy supported by the Governing Board
- To ensure all staff are aware of the policy and that it is applied in all appropriate situations
- To ensure all appointment panels give due regard to this policy so that no one is discriminated against when it comes to employment or training opportunities
- To promote the principle of equal opportunity when developing the curriculum
- To promote respect for other people in aspects of school life, e.g. through collective worship, literature and displays around school
- To treat all incidents of unfair treatment and any racist incidents with due seriousness

## **The Role of The Class Teacher**

- To ensure that all pupils are treated fairly and with respect
- To pay due regard, when selecting teaching materials, to sensitivities of all members of the class and not to provide material which is racist or sexist in nature
- Strive to provide material that gives positive images of all ethnic minorities and that challenge stereotypical images of minority groups
- When planning and delivering the curriculum, use this policy to guide them both in the choice of study themes and in how to approach sensitive issues
- Actively support all support staff in challenging incidents of prejudice or racism, encouraging them to intervene in a positive way against any occurrence of discrimination
- Report any incidents to the Headteacher or Assistant Headteacher immediately, informing them of actions taken

## **Monitoring and Review**

It is the responsibility of the Headteacher and Governing Board to monitor the effectiveness of this policy by;

- Monitoring the progress of children from minority groups, comparing them with the progress made by other children
- Monitoring the staff appointment process, so that no one applying for a post at the school is discriminated against

- Taking into serious consideration any complaints regarding equal opportunity issues from parents, staff, children or visitors to the school
- Monitoring the behaviour policy so that children from minority groups are not being unfairly treated