



Stukeley
Federation

Equality Policy

in support of

William Stukeley CE Primary School

and

Deeping St. Nicholas Primary School

Policy approved by Full Governing Body: October 2021

Policy to be reviewed: October 2025

Equality Policy

Date	Review Date	Faculty	Governor Steering Group
September 2021	September 2025	Health & Well Being	Personal Development & Well-Being

We believe this policy should be a working document that is fit for purpose, represents the Federation ethos, enables consistency and quality across the schools and is related to the following legislation:

- Human Rights Act 1998
- The Education (School Performance Information) (England) Regulations 2001
- Gender Recognition Act 2004
- Equality Act 2010

We understand that the Equality Act 2010 combines and builds upon the existing legislation covering discrimination and promotion of equality of opportunity.

We recognise that this Act brings together into one Act those areas now known as 'protected characteristics' that qualify for protection from discrimination such as age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

We believe that everyone has the right to be treated with dignity and respect. We are opposed to any direct or indirect discrimination against individuals or groups whatever their age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex or sexual orientation.

We believe it is our legal duty under the Equality Act 2010 to minimise the distress and disruption to those pupils and school personnel who are transgender by ensuring we eliminate all forms of discrimination, advance equality of opportunity, promote good relations between different people and to support the rights and needs of trans people to live their lives in their true gender.

We all have a responsibility to ensure equality permeates in to all aspects of school life and that everyone is treated equally irrespective of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. We want everyone connected with our schools to feel safe, secure, valued and of equal worth.

We have high expectations of all pupils from across the ability range; we aim to provide them with every opportunity to succeed by providing the highest standards of teaching and learning within a curriculum that is broad, balanced, differentiated, relevant and exciting. We will monitor the progress of all pupils in order for them to achieve their expected targets.

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We are opposed to any member of the school personnel or others connected with the school being victimized, harassed or bullied by another based on assumptions about their status in the afore mentioned categories, or on any other grounds. Also, we will not discriminate against anyone because of their political affiliation.

In order to achieve the aims of this policy we will take measures to encourage or facilitate the employment or training of minority or disadvantaged groups as we recognise that the avoidance of discrimination is not sufficient in ensuring that equality exists in this school.

We work hard to maintain a positive ethos where all members of the school community work well alongside each other, developing positive working relationships.

We want pupils to come to school to enjoy the meaningful experiences that we offer and where they feel valued and special. We want them to have a sense of pride in themselves and their school.

We want school personnel to see the importance and derive a sense of fulfilment from their work in school, but above all we want them to feel valued by everyone in the school community.

We aim to be judged at least good in all school inspections by ensuring that standards for all pupils are higher than schools of a similar size and that standards continue to improve.

We believe it is essential that this policy clearly identifies and outlines the roles and responsibilities of all those involved in the procedures and arrangements that is connected with this policy.

Aims

- To introduce and put into practice the Equality Act 2010 that combines and builds upon the existing legislation covering discrimination and promotion of equality of opportunity.
- To treat everyone equally irrespective of their gender, ethnicity, disability, religion or belief, sexual orientation, age or any other protected characteristic.
- To minimise the distress and disruption to those pupils and school personnel who are transgender.
- To achieve the highest standards of teaching and learning for all children irrespective of their gender, ethnicity, disability, religion or belief, sexual orientation, age or any other protected characteristic.
- To work with other schools and the local authority to share good practice in order to improve this policy.

Responsibility for the Policy and Procedure

Role of the Governing Body

The Governing Body has:

- responsibility to comply with all aspects of the Equality Act 2010;

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- delegated powers and responsibilities to the Headteacher to ensure that this policy is embedded into the culture of the school;
- delegated powers and responsibilities to the Headteacher to ensure all school personnel and stakeholders are aware of and comply with this policy;
- responsibility to set equality objectives every four years;
- responsibility to have in place a school accessibility plan in order to provide full access to the school building/s for all disabled people;
- responsibility for ensuring that the school complies with all equalities legislation;
- nominated a designated Equalities governor to ensure that appropriate action will be taken to deal with all prejudice related incidents or incidents which are a breach of this policy;
- organised training for governors in order to ensure that all governors are aware of their legal responsibilities under equality legislation;
- has the responsibility to monitor achievement of equality targets;
- responsibility for ensuring funding is in place to support this policy;
- responsibility for ensuring this policy and all policies are maintained and updated regularly;
- responsibility for ensuring all policies are made available to parents;

- Governor Steering Group to:
 - visit the school regularly;
 - work closely with the Headteacher and the Faculty;
 - ensure this policy and other linked policies are up to date;
 - ensure that everyone connected with the school is aware of this policy;
 - attend training related to this policy;
 - annually report to the Governing Body on the success and development of this policy.

- responsibility for the effective implementation and the annual monitoring and evaluation of this policy;
- make effective use of relevant research and information to improve this policy;

Role of the Headteacher and Senior Leadership Team

The Headteacher and the Senior Leadership Team will:

- ensure that this policy is embedded into the culture of the school;
- ensure all school personnel, pupils and parents are aware of and comply with this policy;
- work closely with the Governor Steering Group and Faculty;
- provide leadership and vision in respect of equality inclusion and community cohesion;
- record and deal with incidents of racism, bullying and other inappropriate behaviour;
- seeking advice from appropriate agencies in order to ensure that this policy is kept up to date;
- have high expectations of all pupils from across the ability range;
- provide every opportunity for pupils to succeed by ensuring the highest standards of teaching and learning;
- ensure the curriculum is broad, balanced, differentiated, relevant and exciting;
- monitor the progress of all pupils in order for them to achieve their expected targets;

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- ensure equal opportunities is covered in the school improvement plan, in all subject policies and curriculum plans;
- monitor and analyse the performance of different groups of pupils within the school;
- regularly reporting to the Governing Body on the standards achieved by different groups within the school;
- highlight and share positive activities that help to tackle educational disadvantage;
- ensure the accessible is carefully monitored and reviewed annually;
- recording, reporting and addressing all racial incidents;
- provide guidance, support and training to all staff;
- monitor the effectiveness of this policy by:
 - scrutinising teachers' planning
 - scrutinising pupils work
 - observing pupils throughout the school day
 - classroom monitoring of pupil progress
 - analysis of questionnaires and surveys with pupils, parents/carers and school personnel
 - analysis of pupil data
- annually report to the Governing Body on the success and development of this policy.

Role of School Personnel

School personnel will:

- act as positive role models in order to promote equality throughout the school community;
- abide by and adhere to this policy;
- implement the school's equalities policy and schemes;
- report and deal with all incidents of discrimination and unequal treatment to the Senior Leadership Team;
- maintain an overall school ethos of respect and tolerance for one another;
- promote equality, inclusion and good community relations;
- challenge inappropriate language behaviour; racial harassment and bullying;
- have high expectations of all pupils;
- carefully monitor all groups of pupils to ensure that they make progress and achieve their targets;
- provide a stimulating, relevant and exciting curriculum that will motivate and enthuse all students;
- use a variety of teaching methods to ensure effective learning takes place for all pupils;
- provide challenge for all pupils;
- promote equality through curriculum planning;
- ensure planning is differentiated in order to provide full access for all pupils;
- provide specialised resources for pupils with disabilities;
- create a positive classroom ethos and is welcoming to both sexes;
- ensure pupils feel valued and have individual targets;
- be open to the views of pupils;
- encourage pupils to share their experiences of different cultures and different religions;
- provide positive classroom displays of pupils' work;

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- attend appropriate training sessions;
- report any concerns they have on any aspect of the school community.

Role of Pupils

Pupils will:

- be aware of and comply with this policy;
- recognise that they have a role and responsibility to promote equality, inclusion and good community relations;
- challenge inappropriate language behaviour;
- tackle bias and stereotyping;
- work to promote anti-bullying strategies;
- respond appropriately to incidents of discrimination and harassment and understand the action needed to report these
- learn to take pride in their work;
- produce work of a high standard;
- listen carefully to all instructions given by the teacher;
- ask for further help if they do not understand;
- participate fully in all lessons;
- tackle bias and stereotyping;
- insist on good pupil conduct;
- be alert to signs of participate in discussions concerning progress and attainment;
- treat others, their work and equipment with respect;
- support the school Values and guidance necessary to ensure the smooth running of the school;
- talk to others without shouting and will use language which is neither abusive, nor offensive;
- hand in homework properly completed and on time;
- wear correct uniform;
- take part in questionnaires and surveys.

Recruitment Process

We are an Equal Opportunities employer and we adhere to the principles of equal opportunity in all aspects of the recruitment process.

We welcome applications for vacant posts from appropriately qualified persons regardless of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

Complaints

The complaints procedures will be used to deal with any discriminatory complaint from any member of the school personnel.

Any case of harassment will be dealt with by the school's disciplinary procedure.

Role of Parents/Carers

Parents/carers will:

- be aware of and comply with this policy;
- be encouraged to take an active role in the life of the school by attending:
 - parents and open evenings
 - parent-teacher consultations
 - class assemblies
 - school concerts
 - fundraising and social events
- be encouraged to work in school as volunteers;
- be encouraged to organise after school clubs or groups;
- be asked to take part periodic surveys conducted by the school

Raising Awareness of this Policy

We will raise awareness of this policy via:

- the School Handbook/Prospectus
- the school website
- the Staff Handbook
- meetings with parents such as introductory, transition, parent-teacher consultations and periodic curriculum workshops
- meetings with school personnel
- communications with home such as newsletters

Training

All school personnel:

- have equal chances of training, career development and promotion
- receive training on this policy on induction which specifically covers:
 - Ethos
 - Equal opportunities
 - Inclusion
 - Anti-bullying
 - Assessment
 - Curriculum
 - Pupil Behaviour & Discipline
 - Sex & Relationships
 - Teaching & Learning
- receive periodic training so that they are kept up to date with new information
- receive equal opportunities training on induction in order to improve their understanding of the Equality Act 2010 and its implications

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Monitoring the Effectiveness of the Policy

The practical application of this policy will be reviewed annually, or when the need arises by the coordinator, the Headteacher and the nominated governor.

A statement of the policy's effectiveness and the necessary recommendations for improvement will be presented to the Governing Body for further discussion and endorsement. (See Policy Evaluation)

Linked Policies

▪ Anti-bullying	▪ Assessment
▪ Pupil Behaviour and Discipline	▪ Curriculum
▪ Teaching and Learning	▪ Sex and Relationships
▪ Teaching Staff	▪ Support Staff
▪ Ethos	

See Appendices Documents section on Policies for Schools Website

- Frequency of Policy Monitoring
- Monitoring Implementation and Policy Effectiveness Action Plan
- Initial Equality Impact Assessment
- Policy Evaluation
- Policy Approval Form

Headteacher:		Date:	
Chair of Governing Body:		Date:	