

Duddon Saint Peter's CE School



Equality Policy

It is our vision to create a fair and just school community, that promotes social inclusion, community cohesion and equality, that respects diversity and which challenges and acts upon discrimination and inequality including bullying.

Duddon St. Peter's School provides education for all, acknowledging that the society within which we live is enriched by diversity. We strive to ensure that the culture of the school reflects the diversity of all members of the school community, where everyone is equally valued and treats one another with respect and fairness. Pupils are provided with the opportunity to experience, understand and celebrate diversity.

Duddon St. Peter's School will not tolerate harassment of any kind. We are committed to combating all forms of discrimination.

We recognise that monitoring and evaluation of equality is essential to ensure pupils are not being disadvantaged, and that monitoring leads to action planning.

We intend that our workforce reflects diversity at all levels of the organisation. We aim to be an inclusive employer that positively values the contribution of all employees. Through both our employment policies and strategies, we aim to achieve equality for all sections of the workforce and the community we serve.

Duddon St. Peter's School will work towards eliminating all discrimination, on the grounds of race, gender, gender reassignment, disability, sexuality (including sexual orientation), age, religion and belief. We believe that all pupils, employees and other service users should be treated with dignity and respect at all times and we will not tolerate bullying, harassment or victimisation of any groups or individuals.

Duddon St. Peter's School will:

- promote equality, for example by considering the impact of our policies on different groups
- challenge and eradicate discrimination, for example, by acting quickly to deal with all bullying, including that which is aimed at groups as well as individuals, such as racist bullying
- promote community cohesion

- give a high profile to rights and responsibilities by promoting human rights, justice and fairness throughout the curriculum and wider school community
- develop equality work throughout the school community as part of our school improvement
- develop and support a workforce that seeks to reflect the resident community
- work in partnership and consult with pupils, parents, staff, stakeholders and the wider community to develop good practice and lead the equality agenda within our community
- review and audit all our equality, diversity and cohesion activities

Our principles

- To promote equality, diversity and cohesion within the local community. We believe that our organisation has to reflect all the religions, communities and people it serves.
- Challenge discrimination on the grounds of gender, race, age, disability, sexuality (including sexual orientation), religion or belief.
- We will monitor progress made towards meeting objectives to:
 - take adequate steps to prevent discrimination
 - take decisive action when discrimination occurs
 - take steps to promote equality, diversity and cohesion
- All our staff will consistently challenge all put-downs, harassment, name-calling, bullying, threatening or hurtful behaviour (physical and psychological) that violates a group or individual and leads to marginalisation, exclusion, and feelings of powerlessness and worthlessness because of: colour, culture, ethnicity, faith, religion, belief, national origin, national status, disability or impairment, perception of sexuality including sexual orientation, gender, marital status, socio-economic background, age, responsibility for dependants and trade union membership
- We accept the findings of the Stephen Lawrence Inquiry Report, with particular respect to the Macpherson definition of 'institutional racism', which is:

'The collective failure of an organisation to provide an appropriate and professional service to people because of their colour, culture, or ethnic origin. It can be seen or detected in processes, attitudes and behaviour which amount to discrimination through unwitting prejudice, ignorance, thoughtlessness, and racist stereotyping which disadvantage minority ethnic people'
- We recognise that the Macpherson definition of 'institutional discrimination'

in relation to race can be equally applied to other equality strands.

- We acknowledge The Stephen Lawrence Enquiry definition of a racist incident is "any incident which is perceived to be racist by the victim or any other person".
- We also recognise that all pupils may experience harassment and bullying and in tackling these issues in school, we use the same definition that such an incident is perceived to be harassment or bullying by the victim or another person, until proven otherwise.
- We will strive to be a 'listening school'. We listen to all our school community members including pupils, parents, staff, visitors, wider community members, stakeholders and partners. We take seriously all experiences of bullying and hurtful behaviour resulting from bullying such as racism. We invite all our pupils in particular to talk to us about bullying, where it happens, who is doing it, and what it involves.
- We are committed to being a learning organisation which recognises the contribution of all pupils, staff, parents and other partners and which is supportive, fair, just and free from discrimination
- We will continue to develop preventative measures to deal with discrimination including promoting human rights and equality through the Citizenship Curriculum and in particular focusing on the 'rights of the child' , the 'right to education' and the right to be safe.
- Our SEND policy demonstrates our commitments to Pupil Participation, Parent Partnership, Resource Allocation and Curriculum Access.
- Involvement and engagement with pupils, staff, governors, parents and with the wider community will form part of our equality, diversity and cohesion strategy with clear objectives and timescales.
- Partnerships with parents, governors and the wider community are essential to promote equality, diversity and community cohesion.
- Encourage diversity and eliminate unfair treatment and discrimination through a full range of human resource policies and procedures in particular in the areas of recruitment, training and development and promotion.
- Monitor staff in post, all applicants, short listed candidates and candidates appointed
- Recognise that staff have rights as employees to work in a supportive, safe and harassment free environment and that staff have individual and collective responsibility to value and respect each other's contributions.
- Promote an environment where standards of conduct are of the highest level and to ensure that no one is harassed, bullied or victimised.

Other relevant policies:

- Equal opportunities
- Racial equality
- Accessibility + Accessibility Action Plan
- Anti-bullying

Date: March 2025

Date of review Spring 2029

This Equality, Diversity and Cohesion Strategy sets out how we will achieve a shared vision for Equality, Diversity and Cohesion.

Our aim is to deliver practical results and outcomes for all our pupils. Our priority is making a difference by improving outcomes for all pupils. All that we do in relation to equality is driven by this. We will:

- prioritise equality outcomes that are most relevant to us and set realistic equality objectives and targets accordingly
- ensure that our duty to promote disability equality consolidates our planning duties and duties to make reasonable adjustments under SENDA 2001
- make the targets and objectives known to all teaching and ancillary staff, pupils, parents/carers, other service users and stakeholders and the wider community
- Involve pupils, parents and other stakeholders in evaluating equality and in the development of our Equality, Diversity and Cohesion Strategy
- monitor pupils by ethnic group, disability (not just SEN) and gender.
- gather information on the effect of policies and practices on the educational opportunities available to pupils - and on the achievements of pupils - by disability (not just SEN), ethnicity, and gender
- report on outcomes
- monitor, assess and review the potential for differential or adverse impact on pupils, parents and staff in relation to the following:
 - School Development Plan
 - Admissions
 - Charges for school activities, lettings and use of premises
 - Curriculum
 - Behaviour and anti-bullying
 - Racist incidents, recording, reporting and actions taken
 - Incidents where disabled pupils are the victims and actions taken
 - Sexist/gender related incidents and actions taken
 - Incidents (perceived or actual) relating to sexuality including sexual orientation and action taken
 - Religious/faith incidents and action taken
 - Prospectus
 - Sex Relationship Education

- For Looked after children
- SEN policy
- Staff competency & grievance
- Performance management
- Health and Safety
- Complaints
- Pupil records - Admin. records; how they are accessed; how they are maintained; confidentiality
- Child protection
- Drugs Awareness, including health promotion
- Whole school pay policy
- Job descriptions –
- Assessment - including recording and marking policy
- Leave of absence
- Administering medicines
- Parental involvement
- Educational visits/charging

School's strategic equality, diversity and cohesion aims and objectives

- Our Equality, Diversity and Cohesion Policy will be reviewed annually by the Head Teacher and Governing Body.
- Our Equality, Diversity and Cohesion Strategy will assist us to meet our legal duties to promote disability, gender and race equality
- Our School Development Plan will be utilised in assisting us to mainstream our equality, diversity and community cohesion targets and objectives. We will regularly monitor these targets and objectives within our School Development Plan
- Our School Development Plan will clearly indicate disability, gender, race or other equality targets/objectives for effective monitoring purposes
- Equality and Diversity training will be part of the induction and staff development programme for all teaching and ancillary staff, students' teachers and governors.
- We will utilise this strategy to bring together our commitments around disability equality in relation to reasonable adjustments and accessibility planning within the school environment, the curriculum and in the ways we communicate. The strategy will enable us to promote disability equality throughout school, in particular between disabled and non-disabled pupils

- Accessibility within the school is a key aspect of duty to promote disability equality and clear links will be made between our Accessibility Plan, Disability Equality Scheme and School Development Plan
- The governing body will take positive steps to promote good community relations. This will include consulting with parents and community organisations on closing attainment gaps, increasing inclusion and reducing exclusions
- We will work towards challenging and preventing all forms of bullying and hurtful behaviour by ensuring internal bullying policies are effective.
- The school will adopt procedures for dealing with racial and other incidents/harassment in schools.
- We will actively record and report all incidents that children/young people/adults may experience as bullying that is racist, sexist, homophobic, or disability related or that related to religious belief. Reports will be shared termly with governors and reported to the local authority as they arise.
- All teachers will be trained in the care and support of pupils who have experienced bullying and other hurtful behaviour of a racial, sexist, disability related, sexuality related (including sexual orientation), or religion or belief related.
- The school will endeavour to ensure that the governing body and staff team reflects the local community it serves.
- We will participate in and promote Community Cohesion initiatives.
- We will address standards of educational attainment for those groups of pupils who do not achieve as well as they might. We will establish targets to raise levels of attainment and progress and narrow achievement gaps. We will report on these annually and review them with our new strategy every three years.
- We will monitor patterns and trends and develop actions that ensure all pupil groups have high levels of achievement and rates of progress
- Admissions to the school will reflect the diversity of society and the local community. Wherever available or appropriate, we will strive towards an approach whereby all newly arrived pupils have immediate access to a school place and to appropriate support
- We will utilise existing data sets - PLASC data, RAISE on line, school data, and data on exclusions and absence. We will use this data to ensure that action is taken where differential or adverse impact of fixed term or permanent exclusions are experienced by certain groups of pupils more than others
- We will build actions into our School Development Plan to improve our data collection, particularly in relation to disaggregating disability and SEN data.

- We will monitor permanent and fixed-term exclusions to see why pupils were excluded and to determine if there are any patterns and trends in the rates and reasons
- We will assess the impact of our Equality, Diversity and Cohesion Strategy to determine adverse or differential impact on groups or individuals

We will ensure that our Accessibility Plan is monitored and reviewed regularly and acts as a driver for promoting disability equality across the school community

What?	When?	Who?	Duty to promote equality
Review and monitor Accessibility Plan every 6 months. Report presented to Governors on progress and new objectives emerging from involvement in the production of the Equality, Diversity and Cohesion Strategy			