

Equality Policy

Steeple Claydon Primary School and

Pre-School



Approved by:

Governor Teaching & Learning Committee

Date: Feb 2024

Last reviewed on:

Spring 2024

Next review due by:

Spring 2025

Introduction

At Steeple Claydon School and Pre-School, we aim to provide an environment underpinned by our seven values, where everyone experiences the joy of learning.

We believe equality and community cohesion is a core part of school life, which we embed across the whole curriculum. Within equality and community cohesion we focus on three strands: Faith, Social economic factors and ethnicity and culture.

Tackling racism is a vital aspect of this. We recognise that within our school we have only a small variety of faith backgrounds and limited cultural diversity. In addition, there are limited different socio/economic groups. However, we want our children to value and appreciate the rich and culturally diverse society in which they will live, develop a strong sense of common values, integrate actively with learners from other groups and be respectful of others' differences thus contributing to the promotion of equalities and elimination of prejudice and discrimination.

Equality

Equality is the principle of equal treatment for all people irrespective of their gender, ethnicity, disability, religious belief/ non-belief, sexual orientation, age, gender re-assignment, marriage or civil partnership and pregnancy or maternity status. At Steeple Claydon School and Pre-School, we promote equality of opportunities where strong and positive relationships, built on respect, exist and continue to be developed. Equality of opportunity at Steeple Claydon School and Pre-School is about providing equality and excellence for all in order to promote the highest possible standards of achievement.

Diversity

At Steeple Claydon School and Pre-School we recognise that we live in a diverse society. We strive to create a sense of belonging for all our children where the diversity of people's backgrounds and circumstances is appreciated and valued. Diversity is the acceptance that we are all different but we are all equal. Diversity focuses on valuing and celebrating the strengths in people's differences. Our school values are the foundation to enable us to meet the diverse needs of children to ensure inclusion for all and that all are prepared for full participation in a diverse society.

Community Cohesion

Community cohesion is to have common vision and civic pride, valued and celebrated diversity, clear rights and responsibilities, equal life chances for all and strong relations between different communities. Community cohesion addresses a wide range of potential social divisions including faith, ethnicity and culture and social economic factors. We value the individuality of all our pupils.

We are committed to giving all our pupils every opportunity to achieve the highest of standards. Within this ethos of achievement, we do not tolerate bullying and harassment of any kind. We actively tackle discrimination against those with a disability; racial discrimination including discrimination based on religion or belief / non-belief, sexual

(orientation) harassment and discrimination, gender re-assignment, pregnancy or maternity, breastfeeding discrimination and promote equal opportunities and good relations between and amongst all.

We aim to ensure that Steeple Claydon School and Pre-School promote the individuality of all our pupils, irrespective of ethnicity, sexual orientation, disability, gender, gender re-assignment, religion, belief / non-belief or background. We are committed to ensuring that positive action is taken where necessary to redress the balance of inequality that may exist. Based on this and as a maintained school, our admissions policy is set by Bucks CC and is equally open to pupils of all groups.

Within the context of Steeple Claydon School and Pre-School we aim to positively transform individual and shared circumstances, perceptions, attitudes and relations. We aim to reflect the diversity of our local community and society and ensure that the education we offer reduces the chances of social divisions and parallel lives by recognising, celebrating and valuing different backgrounds, lifestyles and identities, fostering positive attitudes to all people.

We uphold fundamental British values and will endeavour to ensure that all children learn these as part of a rich and deep curriculum. Through our work on preventing radicalisation and extremism (both violent and non-violent) we will engage with our schools' communities to enhance community cohesion.

Our safeguarding policy reflects our commitment to ensuring our schools are safe places for all. We believe that these commitments are as important in the context of a school with limited ethnic diversity as well as in a school with a diverse population whatever that diversity may be. This policy applies to staff, governors, children, parents, carers and visitors. (Useful definitions see Appendix 2).

Current Profile of Steeple Claydon School and Pre-school

Currently, Steeple Claydon School and Pre-School comprises of the following;

- 184 Pupils
- 106 boys and 78 girls
- The ethnic make-up of the school is as follows; 84% White British, 4.3% Black African, 0% White and Black African, 0% Chinese, 0% Indian, 2.7% White and Black Caribbean, 3.2% Any Other White background, 0% Any Other Black background, 3.8% White and Asian background, 0% Pakistani, 0.5% Any other mixed background, 0.5% Gypsy/Roma, 0% Any Other Ethnic group. 0% refused to respond.
- The school has 1 disabled child on roll (child has ME and attends part time).

Staff and Governors

- The staff is primarily represented by White British ethnic group.
- The governing body is also predominantly White British.
- There are no staff or governors who have declared a disability.
- Steeple Claydon School and Pre-school is physically accessible.

- The age profile of the staff is 23 to 62 years.

Legislative Context

Equality is not about benefiting some people at the expense of others - equality benefits everyone. In an effort to ensure that marginalised groups are given equal opportunity, this policy will prioritise the following groups.

Disabled persons - We follow the social model of disability which means that we understand that the barriers to disabled persons securing equality are due to the physical environment and people's attitudes. Disabled people include those with physical and sensory impairment (difficulties), learning disabilities, mental illness, long-term illness all of which are substantial.

With regard to age, our focus is on older persons (over 60) and younger people.

With regard to race equality, we accept the definition of a racist incident based on recommendation 12 of the Report of the Stephen Lawrence Enquiry: 'A racist incident is any incident which is perceived to be racist by the victim or any other person'.

With regard to sexual orientation, we refer to the LGBTQ+ community ('initialisms used as shorthand or umbrella terms for all folks who have a non-normative (or queer) gender or sexuality, there are many different initialisms people prefer. LGBTQ is Lesbian Gay Bisexual Transgender and Queer.' Gender Equality Law Centre 2022). This is a constantly evolving area and this policy is kept under regular review. We will work with all members of the school community who have a 'non-normative gender or sexuality' in order to identify and use terms that are preferable for them.

With regard to religion, we actively support the rights of all to practice their belief /non-beliefs equally. (See Appendix 1).

Aims

At Steeple Claydon School and Pre-School, we endeavour to provide a well-ordered, stimulating and safe environment in which learning can flourish and every child has the opportunity to fulfil their potential.

We seek to promote Community Cohesion by:

- Ensuring that all pupils have equality of opportunity to achieve according to their full capabilities, regardless of their faith, cultural or ethnic background or social economic background.
- Promoting positive attitudes towards life in a multi-cultural, multi-ethnic and multi-faith society and celebrating diversity;
- Establishing a close partnership with parents and the local community, with sensitivity and openness to the experiences, aspirations and perspectives of those of a minority background.

- Developing children's understanding of the need to tackle injustice and inequality as a Global citizen.

Knowledge and Understanding Objectives:

- Social justice and equality: Understanding of inequality and injustice within and between societies. Knowledge of basic human needs and rights, and of responsibilities as Global Citizens.
- Peace and conflict: Understanding of historical and present day conflicts and conflict mediation and prevention.
- Globalisation and interdependence: Knowledge about the world and its affairs; the links between countries, power relationships and different political systems. An understanding of the complexities of global issues.
- Diversity: Understanding of diversity within societies and how the lives of others can enrich our own. Knowledge of the nature of prejudice towards diversity and how it can be combated.

Skills

- Critical thinking: Ability to assess viewpoints and information in an open minded and critical way and to be able to change one's opinion, challenge one's own assumptions and make ethical judgment as a result.
- Ability to challenge injustice and inequalities: Ability to recognise injustice and inequality in whatever form it is met and to select appropriate action.
- Ability to argue effectively: Ability to find out information and to present an informed persuasive argument.
- Co-operative and conflict resolution: Ability to share and work with others effectively to analyse conflicts objectively and to find resolutions acceptable to all sides.
- Respect for people and things: Ability to take care of things - animate and inanimate - and respond to the needs of others. Ability to make choices and recognise the consequences of choices.

Values and Attitudes

- Empathy: Sensitivity to the feelings, needs and lives of others in the world. A sense of common humanity and common needs and rights. A capacity for compassion.
- Sense of identity and self-esteem: A feeling of one's own value and individuality.
- Belief that people can make a difference: A realisation that individuals can act to improve situations and a desire to participate and take action.
- Value and respect for diversity: Appreciation that everyone is different but equal and that we can learn from each other.
- Commitment to social justice and equity: An interest in and concern about global issues.
- Commitment to fairness and readiness to work for a more just world.

Responsibility for the Scheme

The Governing Body is responsible for ensuring that:

- The school complies with all equalities legislation relevant to the schools' communities;
- The schools' Equalities and Diversity scheme and policy are maintained and updated regularly;
- That procedures and strategies related to the policy and scheme are implemented;
- The named Equality Governor will monitor, on behalf of the governing body, all racist incidents and ensure that appropriate action is taken in relation to all said incidents.

Positive Action

The Governing Body recognises that the avoidance of discrimination is not sufficient to ensure that equality exists in the schools. The Governing Body will therefore give full consideration to measures of positive action which may assist in achieving the aims of this policy. This is action designed to encourage or facilitate the employment or training of minority or disadvantaged groups. The Governing Body will not discriminate in favour of individuals from specific groups (positive discrimination), but it will take positive action which enables members of those groups to compete on an equal basis. Positive action measures may include:

- Encouraging applications where possible from specific groups which are under-represented in the school
- Encouraging people with disabilities where possible to apply for posts
- Advertisements which encourage applications from individuals of a particular sexual orientation, or religion or belief, but make it clear that selection will be on merit
- Flexible working – promoting the use of job shares and flexible working where operational factors make this possible
- Language/literacy training
- Supporting training measure for under-represented groups
- Assistance with applications for candidates with language problems
- Commitments to interviewing disabled people who meet the basic criteria for the post
- Encouraging staff to become representatives of trade unions/associations

Harassment and grievance procedures

Harassment has the effect of destroying dignity and undermining the confidence of employees. It can take many forms including physical contact, bullying, threatening or ignoring someone. It can be a series of offensive remarks or a single incident. It can be behaviour that staff find offensive even if not directed at them or harassment because of perception or association.

The Governing Body is committed to the principles of dignity at work for all its staff in the schools. This includes the right to be treated with respect by all managers and colleagues. The Governing Body will consider any acts of harassment including those on the grounds of age, disability, gender reassignment, marital status and civil partnership, pregnancy and maternity, race, religion or belief, sex or sexual orientation, as totally unacceptable and outside the ethos and culture of Steeple Claydon School and Pre-School. Any such act by a member of staff against any adult or child will be treated as a disciplinary offence, and action taken accordingly.

Steeple Claydon School and Pre-School have procedures to resolve grievances and for the handling of complaints of harassment and bullying at work. The Governing Body is committed to investigate any such complaint. These procedures will be followed carefully and promptly in response to any such complaint. The first point of contact for any such complaint should be Christine Richards, the Headteacher. In addition, staff have the right to approach their professional association or trade union representative for support.

The Headteacher and Senior Management are responsible for:

- Along with the Governing body, providing leadership and vision in respect of equality and diversity;
- Overseeing the implementation of the Equalities and Diversity Policy;
- Co-ordinating the activities related to Equality and Diversity;
- Ensuring that all who enter the school are aware of, and comply with, the Equalities and Diversity Policy;
- Ensuring that staff are aware of their responsibilities and are given relevant training and support;
- Taking appropriate action in response to racist incidents, discrimination against persons with a disability and sexual harassment or discrimination against any persons because of their age, sexuality or religion, belief / non-belief;
- Supporting parents to become involved in their children's education;
- Considering and overcoming barriers to parents' involvement (i.e. work commitments, non-resident parents, and lone parents).

All Staff are responsible for:

- Dealing with incidents of discrimination and knowing how to identify and challenge bias and stereotyping;
- Not discriminating on grounds of race, disability, or other equality issues;
- Keeping up to date with equalities legislation by attending training events organised by the school or Local Authority. (See Appendix 3)

All Parents/Carers are responsible for:

- Their children's education;
- Being aware of, and complying with, the Equalities and Diversity Policy;

- Positively influencing their children's expectations about education as well as their attitudes and behaviour towards other pupils, staff and senior management including the Governors;
- Understanding the ethos of the schools and becoming involved in school life (i.e. open days, extended services, parents' councils, informal discussions with staff, parent evenings).

All Children are responsible for:

- Being aware of and complying with the Equalities and Diversity Policy;
- Not discriminating on grounds of race sexual orientation, religion, belief or non-belief, gender; or other equality issues;
- Reporting any racist incident or act of discrimination in which they were directly or indirectly involved either in or out of school;
- Understanding, valuing and celebrating diversity;
- Challenging stereotypes, and prejudices;
- Treating others as their equals.

Eliminating discrimination, promoting equality and celebrating diversity

Teaching and Learning

We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement.

To do this, teaching and learning will:

- Create an environment where all children can contribute fully and feel valued.
- Ensure equality of access for all pupils and prepare them for life in a diverse society.
- Use materials that reflect diversity within society in terms of age, race, gender, ability, faith, ethnicity, social condition, cultural background and sexual orientation, without stereotyping.
- Develop learning materials and activities that emphasise benefits of having diverse communities, neighbourhoods, schools and groups.
- Provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures.
- Promote attitudes and values that will challenge discriminatory behaviour.
- Strengthen individual and collective skills to deal with change across time and space.
- Provide opportunities for pupils to identify shared interests among members of different social groups and categories.
- Use a range of sensitive teaching strategies when teaching about different cultural traditions.
- Develop pupils' awareness so that they can detect bias and challenge discrimination; promoting a critical approach to texts so that children understand that language is never neutral or impartial.

- Ensure that the PSHE and Citizenship curriculum cover issues of equalities, diversity, human rights and inclusion.
- Promote and celebrate the contribution of different ethnic groups to the subject matter in all subject departments, where appropriate.
- Seek to involve all parents in supporting their child's education.
- Provide educational visits and extra-curricular activities that reflect all pupil groupings.
- Take account of the performance of all pupils when planning for future learning and setting challenging targets.
- Make best use of all available resources to support the learning of all groups of pupils.
- Provide an environment promoting diversity, which is rich with artefacts, books, posters, dolls, puppets and relevant resources.
- Increase achievement of all pupils in English, Maths, Science and Foundation subjects across all stages.
- Reduce direct, indirect and institutional discrimination.
- Reduce group segregation, disproportion and under/over representation.
- Foster social bonding (intra group relations) and social bridging (inter- group relations) among children, workers, staff, parents, carers and families.
- Emphasise interconnectedness and interdependence of society members at local, regional, national and global levels.
- Facilitate balance between leadership and teamwork among pupils, staff, teachers and governors.
- Challenge negative stereotypes and prejudices about leadership/membership to certain groups in relation to specific persons and groups.
- Challenge assumptions and expectations about specific lifestyles or identities of certain persons and groups.

Personal development and pastoral guidance

- Pastoral support takes account of disability needs, gender, religious and ethnic differences and the experience and needs of particular groups such as Gypsy Roma and Traveller, refugee and asylum seeker pupils.
- Remove unlawful distinctions, exclusions, restrictions or preferences that have the purpose or effect of limiting equal access to goods, facilities and services.
- All children/staff/parents/carers are given support, as appropriate, when they experience discrimination. We also recognise that the perpetrators of discrimination are themselves sometimes victims of their personal circumstances and therefore where appropriate remedial work is done to ensure that the actions do not occur again.
- Positive role models are used throughout the schools to ensure that different groups of pupils can see themselves reflected in the schools' communities, affirming children's personal, faith and cultural identities.

- All children develop communication, delegation, motivation and supervision skills, particularly those who come from vulnerable, excluded or deprived backgrounds.

Curriculum

- Each area of the curriculum is planned to incorporate the principles of equality and to promote positive attitudes towards equality and diversity with opportunities used within the curriculum to tackle racism, bias, stereotyping and prejudice and celebrate equality, justice and respect.
- Pupils will have opportunities to explore concepts and issues relating to identity and equality, exploring differences and similarities within and across different groups.
- All steps are taken, to ensure that all pupils have access to mainstream curriculum by taking into account the cultural and lifestyle backgrounds of all pupils, their linguistic needs and their learning styles.
- Provide reasonable means for children to have meaningful interaction with people from different backgrounds, lifestyles and identities.
- Provide opportunities to recognise similarities while appreciating, respecting and valuing differences across and between groups, using the curriculum, worship and circle time to promote human rights as well as global developments affected by political, social, historical and economic factors.
- Provide opportunities across the curriculum to emphasize the contributions and achievements of people from diverse faith, ethnic, cultural and social economic backgrounds.
- Challenge perceptions among majority groups about special treatment of minority groups.
- Challenge cultural, geographical or generational boundaries of the “community”.
- Utilise food, arts, sports and PE as a means to foster participation, engagement, empowerment and consultation and develop an awareness of different foods and customs within our promotion of healthy eating.
- Use quality texts written by members of different ethnic and cultural groups.
- Utilise case studies to emphasise successful relations among members of different groups, areas, neighbourhoods, nations and countries.
- Increase awareness about rights and responsibilities of pupils, their parents and carers as community members, regardless of migratory status and/or nationality.
- Emphasise multiple dimensions of equality (opportunities, access, treatment, participation and outcome).
- Remove barriers to access, participation, progression, attainment and achievement. (See Appendix 4 - Equalities and Diversity Information/Action Plan)

Staff recruitment and professional development

- All posts are advertised formally and open to the widest pool of applicants.
- All those involved in recruitment and selection are trained and aware of what they should do to avoid discrimination and ensure equality good practice throughout the recruitment and selection process.

- Steps are taken to encourage people from under-represented groups where possible to apply for positions at all levels of the schools.
- Access to opportunities for professional development is monitored on equality grounds.
- Equalities policies and practices are covered in all staff induction.
- All supply staff are made aware of equalities policies and practices.
- Facilitate training for staff, teachers, governors and head teachers on community cohesion.
- Reduce direct, indirect and institutional discrimination with regards to staff recruitment, training and retention.
- We aim for our workforce at all levels to reflect local, regional and national diversity in terms of age, race, gender, ability, faith, ethnicity, social condition, cultural background and sexual orientation.

Partnerships with Parents/Carers and Communities

- All Parents/Carers are encouraged to participate at all levels in the full life of the schools.
- We will establish and strengthen partnerships with other schools to share good practice, exchange information and foster multi-cultural, multi-geographical and multigenerational activities.
- Members of the local community regularly join in school activities e.g. school fair, open afternoons, concerts and productions etc...
- Steeple Claydon School and Pre-School have a role to play in supporting new and settled communities.
- Establish links with community groups and organisations to increase range of activities and services they can offer.
- Establish links with community groups and organisations to share good practice and grassroots knowledge.
- Emphasise equal contribution to society of members from different backgrounds with various lifestyles and identities.
- Involve community members in activities that reflect similarities across heterogeneous groups and differences within homogeneous groups.
- Foster positive relationships between and within groups of pupils, workers, staff, parents, carers and families.
- Facilitate meaningful interaction between and within members of different groups.
- Establish and strengthen effective approaches to monitor, evaluate, manage and prevent conflict.

Monitoring and Reviewing

We have a rolling programme for reviewing our school policies. When policies are reviewed in future, governors will endeavour to ensure that due regard is given to the promotion of all aspects of equality within each policy. We regularly review the impact of our policies on the needs, entitlements and outcomes for pupils, staff and parents from the equality

strands referred to in this policy. We pay specific attention to the impact that our policies have on the attainment of pupils from different groups. We make regular assessments of pupils' learning and use this information to track pupils' progress, as they move through Steeple Claydon School and Pre-School. As part of this process, we regularly monitor the performance of different groups, to ensure that all groups of pupils are making the best possible progress. We use this information to adjust future teaching and learning plans, as necessary. Resources are available to support groups of pupils where the information suggests that progress is not as good as it should be. The governing body receives regular updates on pupil performance information. School performance information is compared to National data and Local Authority data, to ensure that pupils are making appropriate progress when compared to all schools, and to schools in similar circumstances.

As well as monitoring pupil performance information, we also regularly monitor a range of other information. This relates to:

- Exclusions;
- Incidents of racism, sexual harassment and all forms of bullying;
- Parental involvement;
- Attendance.

Our monitoring activities enable us to identify any differences in pupil performance. This allows us to take appropriate action to meet the needs of specific groups and to set targets in our strategic plan, in order to make the necessary improvements.

Impact Assessments and how this policy relates to other school policies

We ensure that the commitments embodied in our mission statement for equality apply to the full range of our policies and practices, especially those concerned with:

- Equal opportunities
- Pupils' progress attainment and assessment
- Behaviour discipline and exclusions
- Pupils' personal development and pastoral care
- Teaching and learning
- Induction
- Admissions and attendance
- The curriculum
- Staff recruitment and retention
- Governor /staff training and professional development
- Partnerships with parents/carers and communities
- Visits and visitors

Each policy, and any other relevant policies as outlined in the specific duties placed upon us by the relevant legislation, will be evaluated and monitored for its impact on pupils, staff, parents and carers from the different groups that make up our school.

As part of the action plan a timeline of high, medium and low priority policies for impact assessment will be drawn up.

Appendix 1 - The Equality Act 2010

Please see website below for link to Equality Act 2010

(<http://www.legislation.gov.uk/ukpga/2010/15/contents>)

Appendix 2 - Definitions and Terminology

ETHNICITY

Refers to a person's identification with a group which shares some or all of the same culture, lifestyle, language, religion, nationality, geography and history. Everybody has an ethnicity.

NATIONALITY

The fact of being a citizen of a particular nation.

MINORITY ETHNICITY

A term used in Britain to describe groups of people who are identified in terms of common heritage or culture which is different to that of the majority within Britain.

RACE

A term that is commonly used to include people who share a common heritage or origin. It is, however, a meaningless term in this context, as it carries only one biological or scientific definition, which is that of the human race.

AFRICAN /CARIBBEAN

People whose origins are from Africa and from the Caribbean. This has replaced the term 'Afro Caribbean. BLACK Commonly used to refer to people of African / Caribbean origin. The term "coloured" is no longer acceptable.

ASIAN

People with origins in the continent of Asia (other than Chinese people) It is best to identify these people separately e.g. Pakistani, Indian...

DUAL HERITAGE OR MIXED HERITAGE

These terms have replaced the terms half-caste and mixed race. Although it is still acceptable to use the term mixed race.

TRAVELLERS

This is a generic term. The term covers Gypsies (Roma, English, Irish, Scottish, Welsh) Bargees, Circus and Fairground Showmen and New Travellers. It should always be written with a capital T.

REFUGEE To be granted refugee status a person must have left his / her own country or be unable to return to it owing to a well-founded fear of being persecuted for reasons of race, religion, nationality, membership of a particular social group or political opinion.

ASYLUM SEEKER Someone who has crossed an international border in search of safety and refugee status in another country.

Appendix 3 - Characteristics of staff to promote Equality and Community Cohesion

Feels empathy with others

- Listens carefully to what children have to say and values their contributions and experiences
- Promotes and understanding that throughout the world people have common needs and rights
- Is compassionate and sensitive towards others
- Tries to see the world through others

Has a sense of identity and self-esteem and promotes these feelings in others

- Recognises the value of individuality in one self and others
- Acknowledges that we all make mistakes and that we can learn from them
- Has high and achievable expectations of all children and tries to ensure that each child fulfils their potential
- Praises children and creates an inclusive secure and nurturing environment for them
Has an understanding of and active commitment to social justice and equality
- Is aware of causes of inequality in the world, deeply concerned by its injustices and committed to changing things
- Is aware of the educators own rights and responsibilities and respectful of the rights of others
- Behaves democratically within and outside school
- Uses fairness as the basis for decision making

Has an understanding of and respect for diversity

- Treats children as different but equal
- Enables all children to have equal access to education whatever their needs
- Is aware of issues related to diversity of faith, ethnicity and culture and socio economic backgrounds and is sensitive to the challenges faced by those who may be seen as different
- Is actively anti-discriminatory

- Has a belief that people can make a difference
- Has the confidence to act in order to improve situations
- Is an active participant in their school and community and sees the two as interlinked
- Promotes active learning

Has an understanding of peace and conflict and has the ability and willingness to behave cooperatively and resolve conflict

- Encourages children to cooperate, share, take turns and take responsibility for their actions
- Ensures that there is a democratic class system in place where children can share their problems and where grievances can be resolved such as circle time
- Has a clear and fair procedure for children and educators to follow if conflict erupts
Has the ability to think critically, challenge injustice and argue effectively
- Is aware of their own opinions but able and willing to challenge and change them in the light of convincing evidence
- Is able to present an informed, persuasive argument based on reason
- Does not generalise about peoples, countries, continents
- Is able to recognise and challenge bias and manipulation of information in books ICT and the media

Has an understanding of diversity and an active commitment to learning more

- Is curious about the world and committed to life-long learning in order to understand how it works in a variety of ways
- Has a range of resources available which engage children exploring diversity and promoting equality
- Realises that aspects of diversity have the potential to be contentious but that this does not reduce the need to address them.

Appendix 4 - Equalities and Diversity Information and Action Plan

Steeple Claydon School and Pre-School demonstrate a strong culture of inclusion and through the vision, values and culture of the school. Staff and governors are committed to promoting equality of opportunity across the school community and take seriously the requirements of the Public Sector Equality Duty as defined by legislation in 2010:

<http://www.legislation.gov.uk/ukpga/2010/15/section/149> .

The Public Sector Equality Duty aims to:

- Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act. By removing or minimising disadvantages suffered by people due to their protected characteristics.

- Advance equality of opportunity between people who share a protected characteristic and those who do not. By taking steps to meet the needs of people from protected groups where these are different from the needs of other people
- Foster good relations between people who share a protected characteristic and those who do not. By encouraging people from protected groups to participate in public life or in other activities where their participation is disproportionately low.

Steeple Claydon School and Pre-school's Equality Objectives (Last Reviewed January 2023)

Objective 1: Investigate and address the apparent gap in boys and girls achieving age related expectations in writing. Implement changes to support improvement in boys' attainment.

Why we have chosen this objective: The percentage of girls achieving age related expectations across the whole school is around 4% higher than the boys (Autumn 2022 data). The gap has narrowed from 10% but we would like to reduce it further considering approximately 3/5 of our pupils are boys.

To achieve this objective, we plan to: Review the themes and model texts used in writing units to appeal more to the boy's interests and experiences; Discuss learning and progress in pupil progress meetings to ensure boys in particular engage and achieve as highly as they are capable of.

Objective 2: Ensure the 'tackling prejudice' document is consistent with the topics in the new curriculum and the content is an integral part of each topic as it takes place.

Why we have chosen this objective: The document was created a while ago and it may have been forgotten. Some of the topics have changed or been adapted so the themes to cover that are listed in the 'tackling prejudice' document may need adapting.

To achieve this objective, we plan to: Use staff meetings to review the 'tackling prejudice' document to ensure it is relevant to the topics in the current curriculum. Add the content of the document to knowledge organisers for each topic to ensure staff remember the areas that should be covered. Monitor whether the areas listed are being included in the curriculum being delivered.

Objective 3: Ensure that texts used in school are reflective of the wider population.

Why we have chosen this objective: Our school is predominantly made up of children from a 'white British' background and so they do not necessarily have experience of meeting people from a variety of backgrounds, religions etc. We need a comprehensive list of appropriate texts each year group should have access to, not only to ensure progression and variety but also ensuring the children are exposed to a wide range of equalities themes through quality, age-appropriate texts.

To achieve this objective, we plan to: Work with staff and parents to review the list of appropriate texts for each year group. Work with FOSCS to gain funding/receive parent donations so that a copy of each text is available in school. Monitor how appropriate the texts prove to be and review the list at least annually so that new texts can be added and books that do not turn out to be effective/appropriate can be removed. Complete a comprehensive list of all texts used in our curriculum to ensure a wide range are used.

Equalities information (Last Reviewed January 2023)

AIMS OF THE GENERAL DUTY			
Protected Characteristics	What evidence do we hold that we eliminate unlawful discrimination, harassment and victimisation?	How do we advance equality of opportunity between people who share a protected characteristic and those who do not?	How do we foster good relationships between people who share a protected characteristic and those who do not?
Race	<p>Racist incidents (which are rare) are treated very seriously and are recorded and reported annually to the governing body and to the Local Authority as required. All pupils achieve and make good progress, irrespective of race.</p> <p>The ethnic diversity of the school reflects the demographic of the local area.</p> <p>Feedback from parents demonstrates a shared view that the school is inclusive of children from different cultures and backgrounds. Staff recruitment and professional review procedures help ensure equality of opportunity.</p>	<p>The school extends opportunities for children to experience other cultures through the curriculum, assemblies and through extended opportunities, visits and visitors to the school.</p> <p>Opportunities experienced by the children are promoted through the school website and newsletters.</p> <p>The school makes the most of international events to celebrate diversity and promote understanding of different cultures.</p>	<p>Children share experiences of other cultures and are interested in each other's lives.</p>
Disability	<p>Planning for learning and support ensures that all disabled pupils play a full part in all aspects of school life, including residential trips, sports days and extra-curricular activities.</p> <p>If parents, carers or family members are registered disabled, care is taken to ensure that they are supported during visits to the school.</p> <p>Our site has disabled access.</p>	<p>All pupils are able to participate fully in school productions, events and sports days.</p> <p>If parents, carers or family members have a disability, we ensure they are able to access school events together with parents, carers and family members who are able-bodied.</p>	<p>Expectations of any pupils with disability would be high and include appropriate challenge as for all pupils.</p> <p>Positive relationships are made between all pupils who see each other as equals.</p> <p>Able-bodied children would create opportunities for disabled pupils to be included;</p>

	Staff recruitment and professional review procedures help ensure equality of opportunity.	Children learn to support others and celebrate their involvement within a caring environment.	opportunities would be created where disabled pupils help others and are supported to take a lead in games and activities. The school works closely with outside agencies assemblies and training and hosting events help raise their profile within the school and wider community. Ensure planned transition programmes can be put in place to support all pupils going to and coming from other schools.
Sex	The school works to ensure that pupils achieve well and make good progress, irrespective of gender. Staff recruitment and professional review procedures help ensure equality of opportunity.	The school makes every effort to challenge traditional stereotypes relating to gender and equality. Monitoring of pupil data ensures appropriate interventions support achievement for all pupils in all areas of the curriculum, irrespective of gender.	Steeple Claydon School and Pre-School has a rich and deep curriculum, using visits, visitors and assemblies/worship that extend children's knowledge and understanding of people's involvement of the world and challenges traditional stereotypes about gender.
Gender Reassignment	Staff recruitment and professional review procedures help ensure equality of opportunity. We would work closely with parents whose children are exploring their gender identity and make sure that we focus on the child's choice, putting their needs first.	The school has a strong ethos of equality and tolerance.	We promote inclusion for all members of the community.

<p>Pregnancy and Maternity</p>	<p>The school ensures entitlements to Paternity and Maternity Leave are met. Line management support is in place. We support spouses wishing to attend medical appointments during pregnancy. We support flexible working as far as possible for teachers returning from maternity leave and for those with children</p>	<p>Staff support needs during pregnancy are reviewed regularly with the line manager.</p>	<p>A strong team ethos helps foster a supportive environment for all staff.</p>
<p>Age</p>	<p>There is a wide age profile of staff and volunteers at Steeple Claydon School and Pre-School Staff recruitment and professional review procedures help ensure equality of opportunity.</p>	<p>We celebrate the opportunities that are presented through a community with a wide age profile. Children are encouraged to think of the needs of others (e.g. supporting the elderly in the local area).</p>	<p>Members of the community are invited into school to talk about their experiences of life when possible.</p>
<p>Religion and Belief</p>	<p>Steeple Claydon School and Pre-School promotes the understanding and tolerance of all religions and do not discriminate on the basis of religious belief. Located within a broadly Christian community, we celebrate Christmas and through Worship/Assemblies, PSHE and RE, develop the knowledge and understanding of the main celebrations of other religions (e.g. Diwali, Hanukka, Eid). Staff recruitment and professional review procedures help ensure equality of opportunity irrespective of religious belief</p>	<p>Through PSHE and RE schemes of work, children experience and develop an understanding of different religious festivals and beliefs throughout their time at the school during the school year/Key Stage. Staff develop use of and draw on a range of visits, their own experience and visitors to ensure that children recognise that where they live is not necessarily representative of a multi-cultural society.</p>	<p>We continue to extend links beyond the local community with the aim of providing opportunities for children of widely differing cultures to learn together. The school promotes an understanding of shared values between different cultures and religious beliefs.</p>

Sexual Orientation	Homophobic language is not tolerated. Sex and Relationships Education (SRE) incorporates understanding of sexual orientation for older pupils. The school demonstrates a commitment to equality of opportunity and treatment to all members of the community.	Ensure that all parents are involved in all aspects of school life. Enable children to develop an understanding of different models of family life.	Encourage the involvement of parents in all aspects of school life. Ensure that resources that are used in school promote a range of models of family life.
--------------------	---	--	--

Indices of all resources used or referred to in this document

Guidance for Education Providers: Schools <http://www.equalityhumanrights.com/advice-and-guidance/guidance-for-education-providers-schools/>

The Employment Equality (Sexual Orientation Regulations 2003)

<http://www.opsi.gov.uk/si/si2003/20031661.htm>

Guidance on New Measures to Outlaw Discrimination on Grounds of Sexual Orientation in the Provision of Goods, Facilities and Services

<http://www.communities.gov.uk/documents/communities/doc/485013.doc>

The Equality Act (Sexual Orientation) Regulations 2007, Guidance for Schools

<http://www.teachernet.gov.uk/docbank/index.cfm?id=12504>

For detailed guidance on:

Admissions, teaching and the curriculum

<http://www.dfes.gov.uk/sacode/>

<http://www.teachernet.gov.uk/teachingandlearning/subjects/>

Handling sex and relationship education

<http://www.dfes.gov.uk/sreguidance>

Impact of Part 2 of the Equality Act 2007 (discrimination on grounds of religion or belief)

<http://www.teachernet.gov.uk/wholeschool/equality/religion>

Anti-discrimination legislation 27

<http://www.teachernet.gov.uk/wholeschool/sexualhealthandorientation/homophobia/legislation>

Tackling homophobic bullying

http://www.teachernet.gov.uk/teachers/issue33/secondary/features/Tacklinghomophobia_Secundary

Code of Practices for Disability, Gender and Race

<http://www.equalityhumanrights.com>