



EQUALITY POLICY

This policy reflects the Single Equality Act 2010 which harmonises and replaces previous legislation including the Race Relations Act 1976, Disability Discrimination Act 1995, Gender Recognition Act 2004 and Sex Discrimination Act 1975. This policy should be read in conjunction with other relevant policies such as:

- Special Educational Needs and Disabilities Policy
- Inclusion Policy
- Accessibility Plan
- School Improvement Plan
- Religious Education Policy

The Single Equality Act combines the existing three duties into one new Equality Duty that covers all seven of the equality strands: age, disability, gender, gender-identity, race, religion or belief and sexual orientation. At Grappenhall Heys Primary School, we will ensure that at every level, in all our work and throughout all aspects of the school community and its life, everyone will be treated equally. This Equality Policy summarises the school's approach in ensuring equality for all stakeholders, including staff and throughout recruitment processes.

OBJECTIVES

- To ensure that all learners have equal access to a rich, broad, balanced and relevant curriculum.
- To advance equality of opportunity by ensuring that teaching, learning and the curriculum promote equality, celebrate diversity and promote community cohesion by fostering good relations.
- To eliminate any discrimination, harassment and victimisation; ensuring that no-one is unfairly or illegally disadvantaged as a consequence of their age, disability, gender, gender identity, sexual orientation, colour, race, ethnic or national origin, disability or religious beliefs.
- To recognise and celebrate diversity within our community whilst promoting community cohesion.
- To ensure that this policy is applied to all we do.
- To ensure that pupils and parents are fully involved in the provision made by the school.
- To ensure that within the school budget, adequate funding is provided to underpin this policy and that intervention, positive and preventative action is funded where necessary.
- To prepare children for life in modern Britain, ensuring children are fully equipped to become active citizens in a diverse society.

GOOD PRACTICE

We strive to achieve a cohesive community and expect that children respect one another and behave with respect to one another, and that their parents feel fully engaged in the school.

We aim to enhance a wider sense of community locally, as well as in the context of the UK and the World communities.

We aim create a school ethos and climate that promotes the fundamental British values of:

- democracy
- the rule of law
- individual liberty
- mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.

We support the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998. Through our policies and actions (e.g. 'My Rights Charter' issued to pupils) we undertake to ensure that every child and young person is healthy, safe, is able to enjoy and achieve in their learning experience, and is able to contribute to the wider community.

We consider it prudent and sensible to maintain the practice of logging racist incidents and reporting them to the local authority. We monitor and log incidents that discriminate against children and young people or adults in our school with protected characteristics, e.g. homophobic bullying. We also monitor and log bullying incidents.

STRATEGIES

- Monitoring, evaluation and review carried out by the Leadership Team will ensure that procedures and practices within the school reflect the objectives of this policy.
- Parents and governors will be involved and consulted about the provision being offered by the school.
- Teachers will ensure that the teaching and learning takes account of this policy.
- The diversity within our school and the wider community will be viewed positively by all.
- Diversity will be recognised as a positive, rich resource for teaching, learning and the curriculum.
- Professional development opportunities will be provided for staff to provide them with the knowledge, skills and understanding they need to meet the requirements of this policy.
- Contributions will be sought from parents and others to enrich teaching, learning and the curriculum.
- The positive achievements of all pupils will be celebrated and recognised.

OUTCOMES

This policy will play an important part in the educational development of individual pupils. It will ensure that all pupils are treated equally and as favourably as others. Grappenhall Heys Primary School will make all reasonable adjustments to promote equal opportunity and equal treatment of all members of the school community. We are committed to meeting the individual needs of each child and will take full account of their age, disability, gender,

gender-identity, race, religion or belief and sexual orientation in accordance with the requirements of The Single Equality Act 2010

EQUALITY OBJECTIVES

The Equality Act 2010 requires schools to publish specific and measurable equality objectives. Our equality objectives are based on our analysis of data and other evidence. Our equality objectives focus on those areas where we have agreed to take action to improve equality and tackle disadvantages. We will regularly review the progress we are making to meet our equality objectives.

For details of Equality Objectives, please see ‘Accessibility Plan’.

POLICY REVIEW

Policy written by:	Kelly Jackson
Approved by Staff:	October 2018
Approved by Governors:	October 2018
Reviewed:	September 2019- in line with Accessibility Plan May 2021
To be reviewed:	May 2024, or as policy and practice dictates