The Pochin School

Public Sector Equality Duty and Objectives Policy

This statement should be read in conjunction with our SEND/Inclusion Policy, Accessibility Policy and Plan, Behaviour and Anti-Bullying Policy.

Introduction

Since the Equality Act 2010 came into effect in April 2011 there is no longer a requirement for schools to publish equality schemes or policies. It is still good practice however, for us to make a statement about our principles.

Our original Equality Policy was initially written in the Summer Term 2014 through a process of consultation with the teaching staff and approved by the Governing Body on 16 September 2014.

It is regularly reviewed and updated in conjunction with our current policies for SEND/Inclusion; Accessibility and Behaviour. As we review all our school policies we now include an equality statement and links to Fundamental British Values.

We consider that our school ethos and culture is one that promotes equality, values everyone and actively seeks to eliminate discrimination of any kind. We believe that these values are core to in our everyday practice.

We are dedicated to eliminating discrimination and advancing equality of opportunity for all including pupils, staff, parents and carers, visitors and the wider school community regardless of:

- Sex
- Race
- Disability
- Religion or Belief
- Sexual Orientation (including Transgender)
- Gender Reassignment
- Pregnancy or Maternity
- Age
- Academic Ability (not a protected characteristic sited in The Equality Act 2010 but recognised by the school)
- Social Background (not a protected characteristic sited in The Equality Act 2010 but recognised by the school)

We recognise that our duties not only reflect The Equality Act 2010 but also the international human rights standards as expressed in 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 and the Education and Inspections Act 2006 to promote community cohesion.

We also consider that these duties are reflected in our promotion of the 5 Fundamental British Values (Rule of Law, Individual Liberty, Democracy, Mutual Respect and Tolerance).

We see all (pupils, staff, families, community members and anyone who is part of our schools - local and global) as of equal value regardless of their:

- Sex
- Race
- Disability
- Religion or Belief
- Sexual Orientation (including Transgender)
- Gender Reassignment
- Pregnancy or Maternity
- Age
- Academic Ability
- Social Background

This current policy is reflective on all protected characteristics even though this may not, at all times, reflect the school's demographics.

We recognise and respect difference

Treating people equally does not necessarily involve treating them all the same. Our policies, procedures and activities do not and will not discriminate, but take account of differences of lifeexperience, outlook and background, and in the kind of barriers people may face, in relation to:

- Sex
- Race
- Disability
- Religion or Belief
- Sexual Orientation (including Transgender)
- Gender Reassignment
- Pregnancy or Maternity
- Age
- Academic Ability
- Social Background

We foster positive attitudes and relationships, and a shared sense of cohesion and belonging. We aim that our policies, procedures and activities promote positive attitudes including mutual respect and tolerance towards all, good relationships between all individuals regardless of:

- Sex
- Race
- Disability
- Religion or Belief
- Sexual Orientation (including Transgender)
- Gender Reassignment

- Pregnancy or Maternity
- Age
- Academic Ability
- Social Background

We aim to ensure an absence of harassment, bullying and discrimination of any kind.

We observe good equalities practice in staff recruitment, retention and development

We ensure that policies and procedures should benefit all employees and potential employees, for example in recruitment and promotion, and in continuing professional development. We implement all of the statutory responsibilities around equal opportunities principles and legislation. The Governors monitor closely all aspects of staffing and employment and especially as these relate to equality and fairness. All staff appointments and promotions are made and in compliance with the law and on the basis of individual merit and the ability to be effective in the role.

We aim to reduce and remove inequalities and barriers that may already exist

We monitor and review our provision, environment and policies to ensure that wherever is reasonably practical all barriers are reduced or removed. For example, in updating our Uniform Policy to make it non-gender specific.

We aim to consult and involve widely

We engage with a range of groups and individuals to ensure that those affected by a policy or activity are consulted and involved in the design of new policies, and in the review of existing ones. We consult and involve pupils, staff and parents through the School Council and a variety of questionnaires or, where appropriate, a consultation process.

The curriculum, teaching and learning

We keep each curriculum subject or area under review in order to ensure that teaching and learning reflect our expectations, ethos and values. We do this in a number of ways, examples of which include (this is not an exhaustive list):

- Promotion of Fundamental British Values – For example, through assemblies and curriculum links.
- Making reasonable adjustments to the environment and curriculum to make it accessible to everyone. For example, by using specialist materials for children with SEN or disabilities.
- Celebrating difference and diversity – For example, multi-faith based assemblies, inviting parents and families into school to share their practices and beliefs
- Monitoring the achievement of pupils by ethnicity, gender and disability and using this data when necessary to support pupils, raise standards and ensure inclusive teaching.
- clear ethos and Behaviour Policy which promotes mutual respect, tolerance and eliminates discrimination.
- A broad and balanced curriculum which includes opportunities to celebrate difference and diversity

Tackling Discrimination

Any incident of harassment or discrimination is dealt with using our school Behaviour Policy and Whistleblowing Policy. These policies apply to behaviour of pupils, staff and adults on our school site. Discriminatory incidents are monitored by the Senior Leadership Team and Governors. Incidents are also reported to The Bradgate Education Partnership, local authority and in cases of extremism are reported as advised in the PREVENT guidelines.

Roles and Responsibilities

The role of the Head Teacher

- It is The Head Teacher's role to promote a clear ethos of equality and inclusivity for all.
- It is the Head Teacher's role to implement the school's Equality Plan and s/he is supported by the governing body in doing so.
- It is the Head Teacher's role to ensure that all staff are aware of the Equality Plan, and that teachers apply these guidelines fairly in all situations.
- The Head teacher ensures that all appointment panels give due regard to this plan, so that noone is discriminated against when it comes to employment or training opportunities.
- The Head Teacher promotes the principle of equal opportunity when developing the curriculum, and promotes respect for other people and equal opportunities to participate in all aspects of school life.
- The Head Teacher treats all incidents of unfair treatment and any incidents of bullying or discrimination, including racist incidents, with due seriousness and acts on these in a timely manner.

The role of all staff: teaching and non-teaching

- All staff will promote a clear ethos of equality and inclusivity for all.
- All staff will ensure that all pupils are treated fairly, equally and with respect, and will maintain awareness of the school's Equality Plan.
- All staff will strive to provide material that gives positive images based on race, gender, sex and disability, and challenges stereotypical images.
- All staff will challenge any incidents of prejudice, racism or discrimination, and record any serious incidents, drawing them to the attention of the Head Teacher.
- Teachers support the work of ancillary or support staff and encourage them to intervene in a positive way against any discriminatory incidents.

Review of Progress and Impact

The Equality Plan has been shared with our Local Advisory Board. We have a rolling programme for reviewing our school policies and their impact. In line with legislative requirements, we will review progress against our Equality Statement annually and review the entire plan at least every 4 years. We make regular assessments of pupils' learning and use this information to track pupil progress. As part of this process, we regularly monitor achievement by ethnicity, gender and disability to ensure that all groups of pupils are making the best possible progress, and take appropriate action to address any gaps.

Equality Action Plan Nov 2024 (please also refer to Accessibility Plan)

Target	Success Criteria	Timeframe	Lead	Comment
To develop a curriculum which gives enhanced opportunities to celebrate difference and diversity	Planning includes clear learning opportunities linked to a variety of cultures, backgrounds, faiths etc.	Ongoing	Headteacher	
Implementation of clear and consistent Behaviour Policy based on 'Respect' and protected characteristics	All pupils, staff and parents aware of and implementing policy; Incidents of behaviour related to protected characteristics recorded and monitored.	Ongoing	Headteacher	
To enhance ethos of difference and diversity of the school community	Language experts in school; Multi-Faith assemblies.	Ongoing	Headteacher	