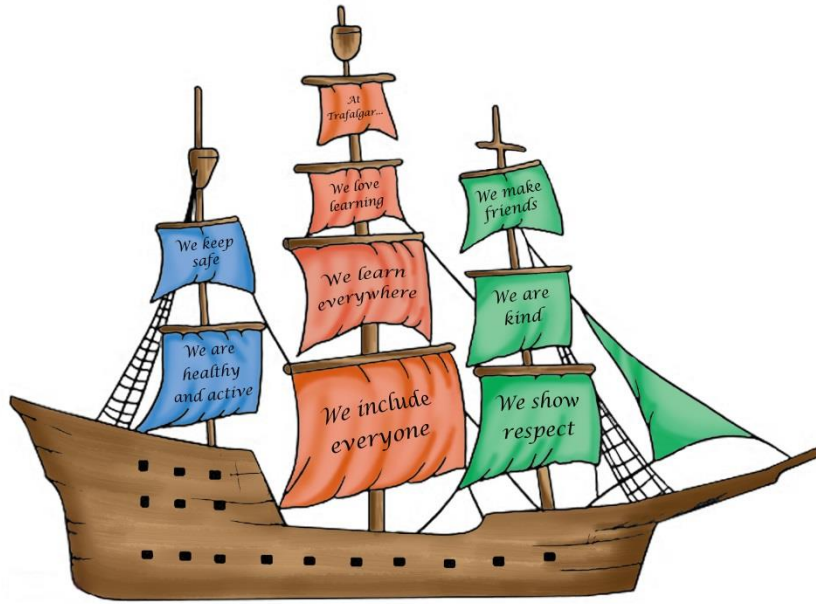


Trafalgar Community Infant School



Policy Document

EQUAL OPPORTUNITIES AND RACIAL EQUALITY

**SPRING 2022
SPRING 2023**

Trafalgar is a rights respecting school. We refer to the UN Convention on the Rights of the Children (UNCRC) throughout this policy.

INTRODUCTION

Since the Equality Act 2010 came into effect in April 2011 there has no longer been a requirement that schools should draw up and publish equality schemes or policies. It is still good practice, however, for a school to make a statement about the principles according to which it reviews the impact on equalities of its policies and practices, and according to which it fulfils the specific duties to publish information and evidence, and to decide on specific and measurable objectives.

This model statement has been modified in the light of the Equality Act 2010, and of the general and specific duties that the Act entails. There is fuller information about the background in notes at the end.

We are all different, but in many ways the same; it is our differences which make us unique and special. It is as developing individuals that children are unique and special and it is important that we recognise the individuality of each child. We are committed to promoting the use of those resources, materials and curriculum which prepare the children for living in a multi-ethnic society.

The policy also includes adults in whatever capacity as well as children, and aims to encourage all members of staff to reach their full potential.

1. We welcome our duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age (as appropriate), disability, ethnicity, gender (including issues of transgender, and of maternity and pregnancy), religion and belief, and sexual identity.
2. We welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.
3. We recognise that these duties reflect 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.

All children have the right to an education – Article 28

4. In fulfilling the legal obligations cited above, we are guided by nine principles:

Principle 1: All learners are of equal value. We see all learners and potential learners, and their parents and carers, as of equal value.

Principle 2: We recognise and respect difference. Treating people equally (Principle 1 above) does not necessarily involve treating them all the same. Our policies, procedures and activities must not discriminate but must nevertheless take account of differences of life-experience, outlook and background, and in the kinds of barrier and disadvantage which people may face, in relation to:

- disability, so that reasonable adjustments are made
- ethnicity, so that different cultural backgrounds and experiences of prejudice are recognised
- gender, so that the different needs and experiences of girls and boys, and women and men, are recognised
- religion, belief or faith background
- sexual identity.

Principle 3: We foster positive attitudes and relationships, and a shared sense of cohesion and belonging.

We intend that our policies, procedures and activities promote these positive attitudes and relationships.

Principle 4: 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:

- whatever their age
- whether or not they are disabled
- whatever their ethnicity, culture, religious affiliation, national origin or national status
- whatever their gender and sexual identity, and with full respect for legal rights relating to pregnancy and maternity.

Principle 5: We aim to reduce and remove inequalities and barriers that already exist. In addition to avoiding or minimising possible negative impacts of our policies, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist between:

- disabled and non-disabled people
- people of different ethnic, cultural and religious backgrounds
- girls and boys, women and men.

Principle 6: We consult and involve widely. We engage with a range of groups and individuals to ensure that those who are affected by a policy or activity are consulted and involved in the design of new policies, and in the review of existing ones.

Principle 7: Society as a whole should benefit. We intend that our policies and activities should benefit society as a whole, both locally and nationally, by fostering greater social cohesion, and greater participation in public life.

Principle 8: We base our policies and practices on sound evidence. We maintain and publish quantitative and qualitative information which shows our compliance with the public sector equality duty (PSED) set out in clause 149 of the Equality Act 2010, and on the basis of which we decide on specific and measurable objectives.

Evidence relating to equalities is integrated into our self-evaluation documentation.

Principle 9: Measurable objectives We formulate and publish specific and measurable objectives, based on the consultations we have conducted (principle 6) and the evidence we have collected and published (principle 8).

The objectives which we identify take into account national and local priorities and issues, as appropriate.

Our equality objectives are integrated into the school improvement plan. We keep our equality objectives under review and report annually on progress towards achieving them.

The curriculum

5. We keep each curriculum subject or area under review in order to ensure that teaching and learning reflect our principles.

Ethos and organisation

6. We ensure our principles apply to the full range of our policies and practices, including those that are concerned with:
 - pupils' progress, attainment and achievement

- pupils' personal development, welfare and well-being
- teaching styles and strategies
- admissions and attendance
- staff recruitment, retention and professional development
- care, guidance and support
- behaviour, discipline and exclusions
- working in partnership with parents / carers
- working with the wider community.

Addressing prejudice and prejudice-related bullying

7. The school is opposed to all forms of prejudice which stand in the way of fulfilling the legal duties.
8. There is guidance in the staff handbook on how prejudice-related incidents should be identified, assessed, recorded and dealt with.
9. We keep a record of prejudice-related incidents and, if requested, provide a report to the local authority about the numbers, types and seriousness of prejudice-related incidents at our school and how they are dealt with.

Roles and responsibilities

10. The governing body is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and action plans are implemented.
11. The Pupil Progress and Curriculum Committee will review the implementation of this policy on a regular basis.
12. The headteacher is responsible for implementing the policy; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination.
13. All staff are expected to:
 - promote an inclusive and collaborative ethos in their classroom
 - deal with any prejudice-related incidents that may occur
 - plan and deliver a curriculum that reflects our principles
 - support pupils in their class for whom English is an additional language
 - keep up-to-date with equalities legislation relevant to their work.

Information and resources

14. We ensure that the content of this policy is known to all staff and governors and, as appropriate, to all pupils and their parents and carers.
15. All staff and governors have access to a selection of resources which discuss and explain concepts of equality, diversity and community cohesion in appropriate detail on the school server.

Religious observance

16. We respect the religious beliefs and practice of all staff, pupils and parents, and comply with reasonable requests relating to religious observance and practice.

Staff development and training

17. We ensure that all staff, including support and administrative staff, receive appropriate training and opportunities for professional development, both as individuals and as groups or teams.

Breaches of the policy

18. Breaches of this policy will be dealt with in the same ways that breaches of other school policies are dealt with, as determined by the headteacher and governing body.

The purpose of education is to develop every child's personality, talents and mental and physical abilities – Article 29

Children who are disabled, either mentally or physically, have a right to special care and education so they can lead full and independent lives – Article 23

All children have the right to choose their own religion and beliefs. Your parents should help you learn what is right and wrong – Article 14

All organisations concerned with children, for example, schools and the health service, should work towards what is best for each child – Article 3

Spring 2022

To be Reviewed Spring 2023