



Equality Statement and Objectives

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1. School Statement on Equality

- 1.1.1. Every person in our school community has been made in the image of God and is loved unconditionally by God. Everyone is equal and we treat each other with dignity and respect. Our school is a place where everyone should be able to flourish in a loving and hospitable community. Each person in all their unique difference should be able to thrive, irrespective of physical appearance, gender, age, race, religion, ethnicity, socio-economic background, academic ability, disability, sexual orientation, gender identity or marital status.
- 1.1.2. We are committed to promoting the understanding of the principles and practices of equality and equity – treating all members of our school community as individuals, according to their needs, with an awareness of our diverse society and appreciating the value of difference. We actively seek to challenge discrimination and we promote an anti-bullying stance which makes clear the unacceptability of racist, disablist and homophobic, biphobic and transphobic bullying and language. We support the Equality Act 2010 and the protection from discrimination.

2. Legal framework

- 2.1.1. We welcome our duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to the Protected Characteristics (age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation.).
- 2.1.2. We welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.
- 2.1.3. 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.

3. Guiding principles

- 3.1.1 Our approach to equality is based on the following key principles of:
- Providing effective and engaging teaching, encouraging the highest achievement for every child;
 - Nurturing the spiritual development of all members of the school community, reflecting our Christian ethos, and promoting mutual respect and responsibility;
 - Valuing the contribution each child makes to the life of the school and taking account of individual's needs;
 - Building a sense of belonging and identity in every child;
 - Promoting an ethos of excellence for all, in a caring and Christian setting;
 - Fostering a sense of community and self-discipline where children and adults treat each other with respect and courtesy; and encouraging children to carry these skills and values with them beyond the school family;
 - Encouraging all our children to take risks, aim high and challenge themselves.

4. Links to other policies and documentation

- 4.1. We ensure that the principles listed above apply to all of our policies and practice including those that are concerned with:
- Pupils' personal development, mental health and wellbeing
 - Admissions
 - Attendance and Children Missing in Education
 - Staff mental health and wellbeing (inc. Menopause Policy)

- Flexible working
- All types of family and parental leave
- Special educational needs and disabilities
- Behaviour
- Bullying and addressing prejudice related bullying
- Working in partnership with parents, carers and guardians
- Recruitment
- Employment and HR issues

4.2 We also ensure that information about our responsibilities under the Equality Act are included in our school development plan, self-evaluation, school web site and newsletters, where appropriate.

5. Our Actions

5.1 Parbold Douglas CE Academy is an inclusive school, and we use the curriculum and teaching to enhance the self-esteem of all those the school serves and to provide a learning environment in which each individual is encouraged to fulfil their potential and build a sense of identity.

5.2 We make regular assessments of pupils' learning and use this information to track pupils' progress, as they move through 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.

5.3 We use this information to adapt future teaching and learning plans, as necessary. Resources are available to support groups of pupils where the data suggests that progress is not as good as it should be.

5.4 The Governing Body receives regular updates on pupil attainment. School performance data is compared to national data and local authority data, to ensure that all pupils are making appropriate progress when compared to all schools, and to schools in similar circumstances. As well as monitoring pupil performance, we also regularly monitor a range of other information. This relates to:

- Attendance – absence, both authorised and unauthorised
- Exclusions and truancy
- Racism, disability discrimination, sexism, homophobia, HBT discrimination and all forms of bullying, including HBT bullying
- Participation in extended learning opportunities
- Parental involvement

5.5 Our monitoring enables us to identify any differences in pupil performance and provide specific support as required, including pastoral support as part of our wellbeing provision. This allows us to take appropriate action to meet the needs of specific groups in order to make necessary improvements.

5.6 Parbold Douglas CE Academy is also committed to providing a working environment free from discrimination, bullying, harassment and victimisation. We aim to recruit an appropriately qualified workforce and establish a Governing Body that is representative of the community in order to respect and respond to the needs of our school population.

5.7 Due regard is given to the promotion of equality in the School Development Plan. The person responsible for the monitoring and evaluation of this policy and action plan is the Headteacher. Their role is to:

- lead and support discussions, organise training, update staff in staff meetings.
- work with the Governing Body on matters relating to equality.
- support evaluation activities that moderate the impact and success of this policy.

To eliminate discrimination, harassment and victimisation, our actions include:

- Opposing prejudice and prejudice-related bullying by teaching and living out our core Christian values and our vision;
- Actively finding and sharing opportunities within our children's learning to increase their awareness of diversity in our world;
- Applying our anti bullying and behaviour policies effectively;
- Actively creating an environment of dignity and respect, where differences are celebrated and valued;
- All subject leaders promote and celebrate the contribution of different cultures to the subject matter;
- Recording and monitoring any negative, prejudicial language or behaviour targeted at particular pupils and groups of pupils effectively on electronic systems and using this information to support children;
- Responding to incidents and complaints in a proactive way;
- Using opportunities within our curriculum to explore our differences and diversity and celebrate these;
- Using materials that reflect the diversity of society, without stereotyping;
- Using materials to promote a positive image of and attitude towards disability and disabled people;
- Promoting attitudes and values that will challenge discriminatory behaviour;
- Providing opportunities for pupils to appreciate their own culture and religion and celebrate the diversity of other cultures and faiths;
- Using a range of sensitive teaching strategies when teaching about different cultural and religious traditions;
- Develop pupils' advocacy skills so that they can detect bias, challenge discrimination, leading to justice and equality;
- Ensure that the curriculum covers issues of equality and diversity;
- Emphasising the value that diversity brings to communities rather than the challenges.

To advance equality of opportunity between different groups, our actions include:

- Ensuring all pupils' learning needs, including the needs of those who attain highly, are met by carefully planned, delivered and assessed lessons and sequences of lessons;
- Taking account of the performance of all pupils when planning for future learning and setting challenging targets;
- Making best use of all available resources to support the learning of all groups of pupils;
- Seeking to involve all parents in supporting their child's education;
- Providing educational visits and extra-curricular activities that involve all pupil groups;
- Identifying future resources and training that will support continuous professional development for staff and enrich learning;
- Analysing assessment, attendance and other relevant information to ensure action is linked to any patterns or impact as a result of this;
- Holding termly pupil progress meetings where attainment data for individuals and groups of pupils is analysed to ensure all children are supported in achieving the highest standards;
- Ensuring high priority given to the provision for pupils with special educational needs and/or a disability;
- Delivering on our PSHE curriculum to enhance the children's ability to identify and recognise their well-being needs and to support one another within these areas;
- Provide specialist support, where appropriate, in line with our child mental health and wellbeing policies;
- Providing access to services, facilities and information for parents, children and families.

To foster good relations, our actions include:

- Employing adults who are good, positive role models in their approach to all issues relating to equality;
- Giving consideration to the emotional learning environment to ensure a safe, caring environment which enables pupils to learn and develop well;
- Creating an atmosphere of respect, warmth and hospitality for all children and members of our community;
- Discussing and sharing ways in which our Christian values enable us to make a positive difference to each other and our community/world;
- Improve social cohesion between pupils within school and between pupils at our school and those in other communities in the UK and around the world;
- Encouraging children to learn together and support each other by working in different groups and by taking on leadership roles in school where they support and serve each other, e.g. [Year 6 Young Leadership](#) roles, School Council, etc.;
- Applying our behaviour and anti-bullying policies consistently and effectively, including the proactive teaching of our behaviour curriculum.

6. Other ways we address equality issues

6.1. The Governing Body will ensure, that in the cycle of policy reviews, that policies and practices are scrutinised to identify the effects they have on individuals or groups of people in relation to equality.

7. Staffing and staff development

- 7.1 We recognise the need for positive role models and distribution of responsibility among staff. This must include pupils' access to a balance of male and female staff where possible.
- 7.2 We encourage continuous professional development of all school staff and provide staff with training and development, which will increase awareness of the needs of different groups of pupils.
- 7.3 Access to opportunities for professional development is monitored.
- 7.4 It is our policy to provide staff with training and development which enables them to carry out their roles and responsibilities in relation to equality as identified as explained in 'Roles and Responsibilities'.

8. Staff recruitment

- 8.1 All involved in recruitment and selection are aware of the need to avoid discrimination and ensure equality. All staff are made aware of policies and practices. Employment policy and procedures are reviewed regularly to check conformity with new legislation and impact.

Note:

As a Church of England Academy, an essential criteria for some of our most senior appointments (e.g. Headteacher appointment) is a Church commitment, in order to provide the necessary spiritual leadership. However, this does not apply for all staff appointments.

9. Disseminating the policy

- 9.1 We ensure that this policy is known to all staff and governors, parents and carers and, as appropriate, to all pupils. This policy, our equality objectives and data are all available on our school website.

10. Roles and responsibilities

- 10.1. Our Governing Body will ensure that School complies with statutory requirements in respect of this policy and action plan.
- 10.2 The Headteacher is responsible for the implementation and co-ordination of this policy, and will ensure that staff are aware of their responsibilities; that they are given necessary training and support and report progress to the Governing Body.
- 10.3 Our staff will promote an inclusive and collaborative ethos, challenge inappropriate language and behaviour, respond appropriately to incidents of discrimination and harassment, ensure appropriate support for children with additional needs and maintain a good level of awareness of equality issues.
- 10.4 All members of the School community have a responsibility to treat each other with respect, to feel valued, and to speak out if they witness or are subject to any inappropriate language or behaviour.
- 10.5 We will take steps to ensure all visitors to school adhere to our commitment to equality.

11. Equality objectives

- To ensure all children make excellent progress from their relative starting points and are not being disadvantaged by belonging to a particular group or having a particular characteristic.
- To develop our children's knowledge and understanding of different faiths and cultures to ensure they understand and respect equality and diversity and to help eliminate discrimination.
- To ensure our school promotes role models and inspirational people who reflect but also broaden the school's diversity in terms of race, gender, disability, religion, belief, etc.
- To build a sense of belonging and identity in every child.
- To support all adults employed at Parbold Douglas CE Academy to thrive professionally in a fair, equitable environment that is free from discrimination.

12. Monitoring and Review

- 12.1 The policy will be monitored and evaluated by the Headteacher and Governing Body for its impact on pupils, staff, parents and carers from the different groups that make up our school.
- 12.2 The equality statement and objectives will be reviewed **annually** and approved by the **Trust Board**.