

## EQUALITIES STATEMENT

Version	Date
Last reviewed	July 2021
Next reviewed	July 2022
Owner	Head Teacher
Approver	Academy Council

At Airedale Junior School we firmly hold that all people are born equal irrespective of disability, race, faith or gender. As such, we consequently aim to treat all associated with the school – staff, governors, pupils, parents and the wider community - with respect and dignity, regardless of background. Our Trust is committed to equality both as an employer and a service-provider:

- We try to ensure that everyone is treated fairly and with respect
- We want to make sure that our school is a safe, secure and stimulating place for everyone
- We recognise that people have different needs, and we understand that treating people equally does not always involve treating them exactly the same
- We recognise that for some people extra support is needed to help them to achieve and be successful
- We try to make sure that people from different groups are consulted and involved in our decisions
- We aim to make sure that no-one experiences harassment, less favourable treatment or discrimination because of their age, any disability they may have, their ethnicity, colour or national origin, their gender, their gender identity or reassignment, their marital or civil partnership status, as a result of being pregnant or having recently had a baby, their religion or beliefs, or their sexual identity and orientation.

We welcome our duty under the Equality Act 2010 to eliminate discrimination, to advance equality of opportunity and to foster good relations, and our specific duties to explain how we have due regard for equality. We publish equality objectives which show how we plan to tackle particular inequalities, and reduce or remove them.

We also welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.

We welcome the emphasis in the Ofsted inspection framework on the importance of narrowing gaps in achievement which affect, amongst others:

- pupils from certain cultural and ethnic backgrounds
- pupils who belong to low-income households and pupils known to be eligible for free school meals
- pupils who are disabled
- pupils who have special educational needs
- boys and girls in certain subjects.

The Equality Act 2010 requires us to publish information that demonstrates that we have due regard for the need to:

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Equality Act 2010
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations between people who share a protected characteristic and people who do not share it.

## Guiding Principles

In fulfilling our legal duties, we are guided by three essential principles:

- Every pupil should have the opportunities to achieve the highest possible standards and the best possible qualifications for the next stages of their life and education.
- Every pupil should be helped to develop a sense of personal and cultural identity that is confident and open to change, and that is receptive and respectful towards other identities.
- Every pupil should develop the knowledge, understanding and skills that they need in order to participate in Britain's multi-ethnic society, and in the wider context of an interdependent world.

## How we have due regard for equality

- We are aware of the requirements of the Equality Act 2010 that it is unlawful to discriminate, treat some people less fairly or put them at a disadvantage
- We aim to provide training for our governors on their duties under the Equality Act 2010.
- We try to keep an accurate record, when possible and appropriate, of the protected characteristics of our pupils and employees
- We have policies that aim to treat all children and adults fairly and take into account their many differences, including culture, ethnicity and ability
- We deal promptly and effectively with all incidents and complaints of bullying and harassment that may include cyber-bullying and prejudice-based bullying related to disability or special educational need, ethnicity and race, gender, gender reassignment, pregnancy or maternity, religion and belief, or sexual orientation. We keep a record of all such incidents and notify those affected of what action we have taken. We provide training to staff in relation to dealing with bullying and harassment incidents
- We have a special educational needs policy that outlines the provision the school makes for pupils with special educational needs
- We have an accessibility plan that supports all members of our school community to reach their potential through improving their access to all areas of school life
- Our admission arrangements are those set out by the LA, giving priority to pupils with special educational needs and those in care
- Our complaints procedure sets out how we deal with any complaints relating to the school
- We aim to observe and implement the principles of equal opportunities and non-discrimination in our employment practices
- We have procedures for addressing staff discipline, conduct and grievances which are fair and openly communicated
- We have a staff code of conduct that states clearly that discrimination or prejudice of any kind will not be tolerated.

We ensure that the principles listed above apply to the full range of our policies and practices, including those that are concerned with:

- Pupils progress attainment and assessment
- Behaviour, discipline and exclusions
- Pupils' personal development and pastoral care
- Teaching and learning
- Admissions and attendance
- The content of the curriculum
- Staff recruitment and professional development
- Partnerships with parents and communities

## Addressing Racism and Xenophobia

Airedale Junior School is opposed to all forms of racism and xenophobia, including those forms that are directed towards faith groups and communities, for example Islamophobia, and against Travellers, refugees, asylum-seekers or economic migrants.

### **Responsibilities**

The Trust Board is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and strategies are implemented. The Academy Council monitors this on behalf of the Trustees.

The Principal is responsible:

- For implementing the policy
- For ensuring that all staff are aware of their responsibilities and are given appropriate training and support
- For taking appropriate action in cases of unlawful discrimination

All staff are expected:

- To deal with incidents of discrimination that may occur
- To know how to identify and challenge racial and cultural bias and stereotyping
- To support pupils in their class for whom English is an additional language
- To incorporate principles of equality and diversity into all aspects of their work

We ensure that the content of this policy is known to all staff and governors, and also, as appropriate, to all pupils and parents.

### **Religious Observance**

We respect the religious beliefs and practice of all staff, pupils and parents, and will seek to support all reasonable requests relating to religious observance and practice.

### **Monitoring, Reporting and Review**

Airedale Junior School collects, studies and uses quantitative and qualitative data relating to the implementation of this policy, and makes adjustments as appropriate. Incidents are reported to the Local Authority and the Principal reports incidents of racist behaviour to governors. The policy is reviewed on an annual basis along with all other action plans.

Breaches of this policy are dealt with in the same ways that breaches of other school policies are dealt with, as determined by the Headteacher and School Council.

### **EQUALITY OBJECTIVES**

**Objective 1: To continue to employ staff on their ability to perform the designated role effectively.**

**Progress:** recruitment processes are based on best practice approaches, including shortlisting taking place without the personal details of the candidates available to the shortlisting panel, to eliminate bias. Appropriate adjustments are made where staff have protected characteristics which mean that they need additional support to meet the demands of their role.

**Objective 2: To continue to treat all children and adults with courtesy, respect, integrity and dignity.**

**Progress:** The recently re-established values of the Trust are to be shared with pupils and staff. An emphasis on respect for others, celebration of difference and the British Values of tolerance and courtesy is a thread which runs through the work of the school.

**Objective 3: To continue to ensure all children progress and achieve with equality.**

**Progress:** Underperforming groups are identified and appropriate actions are put in place to address their needs so all children make progress towards achieving age related expectations.