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## Equality Statement

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### 1. Legal framework

- 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, religion, and sexual identity.
- We welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.
- 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.
- Due regard is given to (as laid out under section 109 (2) of the Education Skills Act 2008) to the need to:
  - Eliminate discrimination, harassment, victimisation, and any other conduct that is prohibited by or under Equality Act 2010
  - Advance equality of opportunity between persons who share relevant protected characteristics and persons who do not share it.
  - Foster good relations between persons who share relevant protected characteristics and persons who do not share it.

### 2. Guiding principles

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. We recognise the following protected characteristics:

- **Disability** - a person has a disability if that person has a physical or mental impairment which has a substantial and long term adverse effect on that person's ability to carry out normal day to day activities. Guidance on [Disability advice and guidance](#)
- **Race** - refers to the protected characteristics of race. It refers to a group of people defined by race, colour, nationality (including citizenship), ethnic or national origins. Guidance on [race discrimination](#)
- **Gender and sexual identity** - Guidance on [sex discrimination](#)
- **Gender reassignment** - the process of transitioning from one gender to another. Guidance on [Gender reassignment discrimination](#)
- **Sexual orientation** - whether a person's sexual attraction is towards their own sex, the opposite sex or to both sexes. Guidance on [sexual orientation discrimination](#)
- **Religion or belief** - religion refers to any religion, including a lack of religion. Belief refers to any religious or philosophical belief and includes a lack of belief. Generally, a belief should affect your life choices or the way you live for it be included in the definition. Guidance on [religion or belief at](#)

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work

- **Age range** - a person belongs to a particular age or range of ages. Guidance on [Age Discrimination](#)
- **Marriage and civil partnership** - marriage is a union between a man and a woman or between a same-sex couple. Same-sex couples can also have their relationships legally recognised as 'civil partnerships'. Civil partners must not be treated less favourably than married couples (except where permitted by the equality act 2010). Guidance on [marriage and civil partnership discrimination](#)
- **Pregnancy and maternity** - pregnancy is the condition of being pregnant or expecting a baby. Maternity refers to the period after the birth, and is linked to maternity leave in the employment context. In the non-work context, protection against maternity discrimination is for 26 weeks after giving birth, and this includes treating a woman unfavourably because she is breast feeding. Guidance on [pregnancy and maternity in the workplace](#)

**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 should promote:

- positive attitudes towards disabilities, good relations between disabled and non-disabled people, and an absence of harassment of disabled people
- positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, religious affiliation, national origin or national status, and an absence of prejudice-related bullying and incidents
- mutual respect and good relations between people of different gender and sexual identity, and an absence of sexual and homophobic harassment.

**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:

- 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

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- people of different gender and sexual identity.

**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. We consult and involve:

- disabled people as well as non-disabled
- people from a range of ethnic, cultural, and religious backgrounds
- people of different gender and sexual identity
- people of different sexual orientation.

**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 of:

- people with disabilities as well as non-disabled
- people of a wide range of ethnic, cultural, and religious backgrounds
- people of different gender and sexual identity
- people of different sexual orientation.

**Principle 8: We base our practices on sound evidence**

We maintain and publish quantitative and qualitative information about our progress towards greater equality in relation to:

- disability
- ethnicity, religion, and culture
- gender.

**Principle 9: Objectives**

We formulate and publish specific and measurable objectives, based on the evidence we have collected and published (principle 8) and the engagement in which we have been involved (principle 7), in relation to:

- disability
- ethnicity, religion, and culture
- gender.

We recognise that the actions resulting from a policy statement such as this are what make a difference.

We keep our equality objectives under review and report annually on progress towards achieving them.

Objective	Key Actions
To recognise and celebrate, through our broad and balanced curriculum and learning environments, the language, cultures, religions, and race which represent our children, staff and families.	Subject Leaders and SLT to monitor/audit the coverage within the curriculum and the learning environments around the school on a termly basis to ensure representation
To ensure all children participate in or are encouraged to participate in school clubs; so that all groups are represented and that there is no discrimination or imbalance within the group (with the possible exclusion of a club/activity specifically	Review club membership termly and identify any needs for a club that targets a specific group of children. To ensure club information is accessible to all families.

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targeted at pupils with a particular need)	To ensure selected children reflect the demographic of the school community
To continue to improve the overall balance of the membership of the governing body, not only by taking account of individuals skills and experience, but also seeking to identify candidate from groups which are under-represented compared with our make-up of our children’s population	To actively promote, among parents, prospective parents and other stakeholders a greater awareness of the governing body and its role, whilst emphasizing our aim to ensure its members are more represented of the background and particular needs of the children entrusted to our care.

### **3. The curriculum**

We keep each curriculum subject or area under review in order to ensure that teaching and learning reflect the nine principles set out in section 2 above.

We are responsible for a broad and balanced curriculum providing an inclusive quality of education bringing together leadership, teaching, assessment, and the outcomes that all children achieve.

We organise and adapt our curriculum to meet the needs of all learners including SEND, disadvantaged children and EAL, ensuring equal access to high quality education for all children. We are ambitious for the outcomes that all our learners achieve.

Our curriculum takes learning beyond the classroom, broadening children’s learning experiences across the world. We embed skills to prepare children for further learning being respectful of cultural differences, developing their understanding of cultural capital and British Values.

### **4. Ethos and organisation**

We ensure the principles listed in Section 2 above apply to the full range of our policies and practices, including those that are concerned with:

- children’s progress, attainment, and achievement
- children's 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, and guardians
- working with the wider community.

### **5. Addressing prejudice and prejudice-related bullying**

The school is opposed to all forms of prejudice which stand in the way of fulfilling the legal duties referred to in paragraphs 1:

- prejudices around disability and special educational needs
- prejudices around racism and xenophobia, including those that are directed towards religious groups and communities, for example antisemitism and Islamophobia, and those that are directed against Travellers, migrants, refugees, and people seeking asylum
- prejudices reflecting sexism and homophobia.

There is guidance in the staff handbook on how prejudice-related incidents should be identified, assessed, recorded, and dealt with.

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We take seriously our obligation to report regularly to the local authority about the numbers, types, and seriousness of prejudice-related incidents at our school and how they are dealt with.

## **6. Roles and responsibilities**

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.

All governors have responsibility for monitoring the effectiveness of its implementation.

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.

All staff are expected to:

- promote an inclusive and collaborative ethos in their classroom
- have a positive impact on children encouraging good relations in all aspects of behaviour, attitudes, and personal development
- deal immediately with any prejudice-related incidents that may occur
- plan and deliver curricula and lessons that reflect the principles in Section 2 above
- support children in their class who have special educational needs or disability
- support children in their class for whom English is an additional language (EAL)
- keep up to date with equalities legislation relevant to their work
- celebrate and develop children's understanding of diversity
- promote respect for all the different protected characteristics as defined in the Equality Act 2010

## **7. Roles and resources**

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

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.

## **8. Religious observance**

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.

## **9. Staff development and training**

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.

## **10. Breaches of the policy**

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.

## **11. Monitoring and evaluation**

We collect, study, and use quantitative and qualitative data relating to the implementation of this policy, and adjust as appropriate.



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In particular we collect, analyse, and use data in relation to achievement, broken down as appropriate according to:

- disabilities
- ethnicity
- culture
- language
- religious affiliation
- national origin
- national status
- gender.