Henry Chichele Primary School

Equality and Diversity Policy
October 2024

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All staff and Governors
All Parents
School website

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Vision Statement

The Governing Body of Henry Chichele Primary School is committed to promoting equality of opportunity for all staff and job applicants. We aim to create a supportive and inclusive working environment in which all individuals are able to make best use of their skills, free from discrimination or harassment, and in which all decisions are based on merit.

We recognise that there are similarities and differences between individuals and groups, but we will strive to:

- Ensure that our differences do not become barriers to participation, access and learning.
- Create inclusive processes and practices, where the varying needs of individuals and groups are identified and met.

As a result of this recognition, we therefore realise that we cannot achieve equality for all by treating everyone the same. We will build on our similarities and seek enrichment from our differences and so promote understanding and learning between and towards others to create cohesive communities.

Aims of our Equality Policy

At Henry Chichele we aim, through our Equality Policy, to:

- Eliminate discrimination, harassment and victimisation.

- Create an environment which promotes equality of access and opportunity for all members of our school community.

- Foster good relations between people with different backgrounds, genders, cultures, faiths, abilities, sexual orientation and ethnic origins and promote positive attitudes to difference.

Our Duties

All staff are expected to have regard to this document and to work to achieve the objectives

Our school context

Henry Chichele Primary School is a two-form entry primary school situated in Northamptonshire. We have capacity for 420 pupils, approximately 40 staff and 10 governors.
The following information is presented at an aggregate level to ensure that no individual is identifiable

Characteristics	Pupils
Age	4 – 11 years
Sex	Female – 45.9 % Male – 54.1%
Ethnicity	White British 82.7% White other 7.2% White and Black Caribbean 2.4% Indian 1.9% Other groups 1.5% Other mixed 1.1% White Asian 1.1% Black African 0.8% Other Back African 0.5% White English 0.5%

	White and Black African 0.5%
Languages spoken	English, German, Lithuanian, Punjabi, Polish, Portuguese, Romanian (Moldova), Romanian Orthodox, Romanian (Romania), Russian, Tamil,
Religion	Anglican/Church of England, Baptist, Christian, Latter-day Saints, Hindu, Methodist, Muslim, Pentecostal, Orthodox Catholic/Eastern Orthodox, Other Religion/Faith, Roman Catholic, Russian Orthodox, Sikh, United reformed Church
Disability	2.4% of pupils have an EHCP, 13.9% of pupils have SEN support, 16.3% of pupils are on the SEN register
Sexual orientation	Families submit this information voluntarily, some to choose to share, some do not. Therefore, this does not provide a full picture of our school.

Roles and responsibilities

Within our school specific staff and Governors have roles and responsibilities to promote and ensure our Equality Policy is implemented across the whole of the school and to promote Equality at all levels within it.

Our Headteacher will:

- Ensure that staff, parents/carers, pupils, visitors and contractors are engaged in the development of and informed about the Equality Policy.
- Promote knowledge and understanding of the equality objectives among staff and pupils.
- Ensure staff have access to training which helps to implement the policy.
- Develop partnerships with external agencies regarding the policy so that the school's actions are in line with the best advice and practice available.
- Ensure that the Senior Leadership Team is kept up to date with any development affecting the policy or action arising from it.
- Monitor success in achieving the objective and report to governors on the effectiveness of the policy.

Our Governing Body will:

- Ensure that the equality information and objective as set out in this statement are published and communicated throughout the school, including staff pupils and parents.

- Ensure that the published equality information is updated at least every year, and that the objectives are reviewed and updated at least every 4 years.

- Support the Headteacher in implementing any action necessary.

- Designate a governor with specific responsibility for the Equality Policy.

Our equality link governor is part of the Curriculum and Standards committee. They will:

- Meet with relevant staff members at least annually to discuss any issues and how these are being addressed.

- Ensure they are familiar with all relevant legislation and the contents of this document.

- Attend appropriate equality and diversity training.

- Report back to the full governing board regarding any issues.

Our Senior Leadership Team will:

- Have responsibility for supporting other staff in implementing this Policy.

- Support the headteacher in promoting knowledge and understanding of the equality objectives among staff and pupils.

- Support the headteacher in identifying any staff training needs, and deliver training as necessary,

- With the headteacher, provide advice/support in dealing with any incidents/issues.

Eliminating discrimination

The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.

Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

Staff and Governors are regularly reminded of their responsibilities under the Equality Act.

New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training annually.

Responding to Hate or Prejudice-based Incidents and Bullying

We recognise that hate incidents or prejudice-based bullying behaviour is driven by negative assumptions, stereotypes or misinformation. These are then directed against an individual or group, based on difference (real or perceived), and linked to, for example, racism, homophobia, negative views of disabled people or sexism. We will take action to prevent, challenge and eliminate any such behaviour.

We recognise that we, as individuals and society, often struggle with difference of any kind (perceived or real), which can result in seizing upon the most visible sign of difference e.g skin colour, sexuality, disability.

Through our school ethos and curriculum, we strive for our pupils to understand better the diversity that exists in society. We aim to provide opportunities for them to explore the subtleties and complexities to prevent and respond to incidents and situations. We will address the experience, understanding and needs of the victim, the perpetrator, bystanders and the wider school community through our actions and responses.

We will record all hate incidents and prejudice-based bullying. We will use this information to identify trends and patterns, so that we can provide appropriate responses in terms of support for victims and their families, sanctions and support for perpetrators and their families and education for our pupils and communities.

All hate incidents and prejudice-based bullying is fully investigated by the headteacher and Chair of Governors (where appropriate) and is reported to the Local Authority and full Governing Body. Advice and support is sought from the police where necessary.

Advancing equality of opportunity

As set out in the DfE guidance on the Equality Act, the school aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people that are connected to a particular characteristic they have (e.g. pupils with disabilities, or gay pupils who are being subjected to homophobic bullying)
- Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling Muslim pupils to pray at prescribed times)
- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all pupils to be involved in the full range of school societies)

In fulfilling this aspect of the duty, the school will:

- Analyse progress attainment data each academic year showing how pupils with different characteristics are performing to determine strengths and areas for improvement, implement actions in response

Fostering good relations

The school aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE and personal, social, health and economic (PSHE) education, but also activities in other curriculum areas. For example, as part of teaching and learning in English/reading, pupils will be introduced to literature from a range of cultures
- Holding assemblies dealing with relevant issues. Pupils will be encouraged to take a lead in such assemblies (e.g the Anti-Bullying Alliance) and we will also invite external speakers to contribute
- Working with our local community. This includes inviting leaders of local faith groups to speak at assemblies, and organising school trips and activities based around the local community
- Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school. For example, our school council has representatives from different year groups and is formed of pupils from a range of backgrounds. All pupils are encouraged to participate in the school's activities, such as sports clubs. We also work with parents to promote knowledge and understanding of different cultures
- We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach

Equality considerations in decision-making

The school ensures it has due regard to equality considerations whenever significant decisions are made.

The school always considers the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, the school considers whether the trip:

- Cuts across any religious holidays
- Is accessible to pupils with disabilities
- Has equivalent facilities for boys and girls

staff organising the activity and is stored electronically with the completed risk assessment.

Publication and Review

This document meets the requirements under the following legislation:

- The Equality Act 2010, which introduced the Public Sector Equality Duty and protects people from discrimination
- The Equality Act 2010 (Specific Duties) Regulations 2011, which require schools to publish information to demonstrate how they are complying with the Public Sector Equality Duty and to publish equality objectives

This document is also based on Department for Education (DfE) guidance: The Equality Act 2010 and schools.

As a public document, the Governing Body will publish this document and make a full paper copy available on request. It is also available via the school website.

The headteacher will report annually, to the Governing Body, on the policy and analyse whether the policy and related objectives have furthered the aims of the general equality duty and in particular educational outcomes for all within our school community with reference to the protected groups.

Equality Objectives 2024 – 2028

- To promote cultural understanding and awareness, valuing and celebrating various cultures and religious beliefs amongst different groups within our school community.
- To actively close gaps in attainment and achievement between all groups of pupils; especially boys, pupils eligible for free-school meals, pupils with special educational needs and disabilities, looked after children and pupils from minority ethnic groups.
- To diversify the curriculum in all areas to ensure the positive representation of all protected characteristics across all subjects.
- To provide appropriate and early pastoral interventions for pupils to promote positive behaviour and inclusion, especially for those groups over-represented in behaviour data (including boys and pupils with special educational needs).

Appendix 1

Public Sector Equality Duty Statement (under 150 Employees)

Introduction

This document describes how the Governing Body of Henry Chichele Primary School intends to fulfil its responsibilities under the Public Sector Equality Duty with regard to its workforce. The Equality Objectives will be part of the School Improvement Plan and information will be published on the Equalities page of the school website.

Due Regard

Due regard means giving relevant and proportionate consideration to the duty or decision.

We will have due regard to the need to:

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

Collecting and using information

We will collect and use equality information to help us to:

Identify key issues

- Understand the impact of our policies, practices and decisions on people with different protected characteristics, and thereby plan them more effectively.
- Assess whether you are discriminating unlawfully when carrying out any of our functions.
- Identify what the key equality issues are for our organisation.

Assess performance

- Benchmark our performance and processes against those of similar organisations, nationally or locally.

Take action

- Consider taking steps to meet the needs of staff who share relevant protected characteristics.
- Identify if there are any actions we can take to avoid discrimination and harassment, advance equality of opportunity or foster good relations.
- Make informed decisions about policies and practices which are based on evidence about the impact of our activities on equality.
- Develop equality objectives to meet the specific duties.
- Have due regard to the aims of the general equality duty by ensuring that staff have appropriate information for decision-making.

We will work towards developing an equality profile of staff to help us to understand key equality issues in our workforce, including any evidence of pay gaps or 'occupational segregation' i.e. staff with certain protected characteristics being over-represented in particular roles, for example, women as cleaners, or at certain grades. In addition, we note that it is likely to be useful to collect and consider information, appropriately disaggregated, about:

- recruitment and promotion
- numbers of part-time and full-time staff
- pay and remuneration
- training
- return to work of women on maternity leave
- return to work of disabled employees following sick leave relating to their disability
- appraisals
- grievances (including about harassment)
- disciplinary action (including for harassment
- dismissals and other reasons for leaving.

Publication of Equality Information

- We will collect and use enough workforce information to effectively meet the general equality duty. Where relevant and proportionate we will publish on our website some
- information about the impact of our employment functions on people with the different protected characteristics to demonstrate compliance with the general equality duty.

Appendix 2

Equality Information

Protected Equality Groups:

Henry Chichele Primary School has considered how well we currently achieve these aims with regard to the eight protected equality groups namely:

- Race
- Disability
- Sex
- Gender Reassignment
- Pregnancy and Maternity
- Age
- Religion or Belief
- Sexual Orientation
- Marital Status

In compiling this equality information, we have:

- Identified evidence of equality within policies and practice and identified gaps.
- Examined how our setting engages with the protected groups, identifying where practice could be improved.

Aims of the General Duty			
Protected Characteristics	**What evidence do we hold that we eliminate unlawful discrimination, harassment and victimisation?**	**How do we advance equality of opportunity between people who share a protected characteristic and those who do not?**	**How do we foster good relations between people who share a protected characteristic and those who do not?**
Race	Racial incidents are recorded and sanctioned within the guidance of behaviour policy Evidence logged and recorded in incident books Governors are aware of such incidents, and they are recorded in the minutes. Internal data is analysed to ensure that all groups have similar outcomes. Recruitment practices are in line with LA model. Quality texts and assemblies celebrate diversity, race and celebrate differences. The R.E. curriculum includes world religions RE and PHSE curriculum across the school develops understanding of RE curriculum covers 6 major world religions	All pupils have equal curriculum access regardless of race. All pupils access assemblies and other forms of collective worship. Take up of clubs is good and all children attend visits and trips.	We endeavour to visit different religious places of worship within our community. Whole school assemblies are mapped RE and PSHE lessons develop children's awareness of race, celebrate difference and helps to develop an understanding of identity Our RE curriculum further explains major world religions.

	School values instil respect and pride for all. Our school website, displays around school and communication celebrate all pupils in our school School football strip in line with football league logo (Stand up to racism)		
Protected Characteristics	**What evidence do we hold that we eliminate unlawful discrimination, harassment and victimisation?**	**How do we advance equality of opportunity between people who share a protected characteristic and those who do not?**	**How do we foster good relations between people who share a protected characteristic and those who do not?**
Disability	Barriers to SEND are removed through access to resources such as extra adults, equipment and external support. Classrooms environments the needs of children, e.g. access, adaptations. One-page profiles are shared with all key staff to foster understanding and support strategies. Records show that there have been no incidents of bullying related to disability. School visits are accessible to children with any disabilities. School values instil respect and pride for all.	All children have equal access to the curriculum regardless of disability. Resources ensure that barriers to learning are removed. Disability is not a barrier to attending trips and risk assessments take into account specific needs in order to overcome barriers. Clubs are attended by and offered to all pupils. Individual emergency evacuation plans are written	PSHE curriculum strengthens the understanding that we are all different and this is to be celebrated. Staff model appropriate behaviour towards protected groups. The school accesses the physical difficulties team if required The school has several wheelchair friendly access points, a lift and a disabled toilet

	Our school website, displays around school and communication celebrate all pupils in our school	or incorporated into risk assessments for vulnerable children when necessary.	The school regularly accesses outside supporting agencies
Protected Characteristics	**What evidence do we hold that we eliminate unlawful discrimination, harassment and victimisation?**	**How do we advance equality of opportunity between people who share a protected characteristics and those who do not?**	**How do we foster good relations between people who share a protected characteristic and those who do not?**
Sex	School tracks internal and national data to ensure that all groups attain similar outcomes and act upon concerns. Resources such as text books are carefully chosen to ensure that gender bias is eliminated. RSE policy is in line with national statutory expectations. All pupils have equal access to the curriculum regardless of gender. Clubs are attended and offered to all pupils. When appointing staff, a fair and transparent practice is adhered to, to ensure equality. School visits have equivalent facilities for boys and girls.	Access to the curriculum for all. Access to sporting and other events is non-discriminatory. When appointing staff, a fair and transparent practice is adhered to, to ensure equality. Challenge stereotyping of gender roles. RSE tackles gender stereotypes and discusses healthy relationships.	Giving children opportunities to try different clubs and sports regardless of gender. Visitors reflect good role models. Class assemblies. PSHE curriculum. RSE curriculum.

Protected Characteristics	**What evidence do we hold that we eliminate unlawful discrimination, harassment and victimisation?**	**How do we advance equality of opportunity between people who share a protected characteristics and those who do not?**	**How do we foster good relations between people who share a protected characteristic and those who do not?**
Gender Reassignment	Recruitment practices are in line with LA model. Multi and fancy dress days are non-gender specific, allowing children to express themselves without judgement.	All pupils access the curriculum regardless of gender. When appointing staff, a fair and transparent practice is adhered to ensure equality.	Equality in Employment Policy.
Pregnancy and Maternity	Recruitment and other personnel practices comply with legislation. Emotional wellbeing and health is of importance to the school. Staff have access to Employee Assistance Programme. Occupational Health can be accessed by staff to support their medical health and enables them to fulfil their role.	Risk assessments are undertaken when a member of staff announces pregnancy and are reviewed during the pregnancy. Attendance policy and special leave policies followed. Requests to attend medical appointments are treated favourably.	During risk assessments, employees are made to feel comfortable in raising any adjustments they may require, and adaptations are made as necessary. KIT days are encouraged, and regular contact made. Flexible Working requests are considered in line with procedure.

Protected Characteristics	What evidence do we hold that we eliminate unlawful discrimination, harassment and victimisation?	How do we advance equality of opportunity between people who share a protected characteristics and those who do not?	How do we foster good relations between people who share a protected characteristic and those who do not?
Age	Recruitment procedures comply with equal opportunities legislation. Emotional wellbeing and health is of importance to the school. Staff have access to Employee Assistance Programme. Occupational Health can be accessed by staff to support their medical health and enables them to fulfil their role.	Recruitment procedures comply with equal opportunities legislation.	We welcome volunteers and educators of all ages to share their experiences with children. We try to accommodate work experience requests where possible.
Protected Characteristics	**What evidence do we hold that we eliminate unlawful discrimination, harassment and victimisation?**	**How do we advance equality of opportunity between people who share**	**How do we foster good relations between people who share a protected**

		a protected characteristics and those who do not?	**characteristic and those who do not?**
Religion or Belief	All pupils are offered the Northamptonshire syllabus for RE. This is based on the 6 main world religions. Data regarding religion is collected when children start school. Policies and procedures promote respect for all regardless of beliefs. Absence for religious observance is authorised. School trips do not cut across any religious holidays.	Visitors from different faith communities are invited to school to speak to children. The right to withdraw a child from RE is observed; however, this is rare. Children can wear items of clothing that reflect their religious beliefs.	RE visitors to school encouraged. Recruitment procedures comply with equal opportunity legislation. Parents are encouraged to share their religious beliefs. School actively embraces the opportunity for children to broaden their knowledge of religions with local communities. RE curriculum explains major world religions.
Protected Characteristics	**What evidence do we hold that we eliminate unlawful discrimination, harassment and victimisation?**	**How do we advance equality of opportunity between people who share a protected characteristic and those who do not?**	**How do we foster good relations between people who share a protected characteristic and those who do not?**
	Recruitment procedures comply with equal opportunity legislation.	RSE curriculum refers to same sex marriage and relationships.	A flexible PSHE and RSE curriculum responds to issues that affect children at

Sexual Orientation	Full acceptance of staff and pupil orientation. Homophobic language and bullying is recorded in line with Anti-bullying procedures and reported to parent and the County.		home, school or in the community.