

Slaley First School

Equality Information and Objectives

2020-2021

Introduction

The Equality Act 2010 contains the Public Sector Equality Duty (PSED). This is sometimes referred to as the “general duty” and extends schools’ equality duties to all people, children and adults alike, with “protected characteristics” (race, disability, gender, religion and belief, age, marital status, sexual orientation, gender re-assignment and pregnancy). This duty came into effect in April 2011.

In carrying out their duties, schools are to have “due regard” to:

- Eliminating unlawful discrimination, harassment and victimisation and other conduct prohibited by the Equality Act 2010.
- Advancing equality of opportunity between people who share a protected characteristic and those who do not share it.
- Fostering good relations across all characteristics and between people who share a protected characteristic and those who do not share it.

“Due regard” means that leaders in school must be aware of the duty when making decisions and must assess whether those decisions will affect people with “protected characteristics”. School leaders should consider equality implications when writing policies and the duty must be integrated into the carrying out of all the school’s functions.

Slaley First School is committed to tackling discrimination and unfairness. It also recognises that other factors affect equality of opportunity, including financial income, housing, family structure, immigration status etc. The Head Teacher and Governing Body will continually review how well we achieve these aims with regard to the protected groups under the Equality Act 2010.

Equality Information for Slaley First School

As of September 2020, there are currently 52 pupils on roll in the School. There are 26 boys and 26 girls. We, currently, have no children who have English as an Additional Language (EAL), and 5 children have a special educational needs or disability (SEND).

Rationale

- 1. All learners are of equal value.** Whether or not they are disabled, whatever their ethnicity, culture, national origin or national status, whatever their gender and gender identity, whatever their religious or non-religious affiliation or faith background and whatever their sexual orientation.

- 2. We recognize, respect and value difference and understand that diversity is a strength.** We take account of differences and strive to remove barriers and disadvantages which people may face, in relation to disability, ethnicity, gender, religion, belief or faith and sexual orientation. We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.
- 3. We foster positive attitudes and relationships.** We actively promote positive attitudes and mutual respect between groups and communities different from each other.
- 4. We foster a shared sense of cohesion and belonging.** We want all members of our school community to feel a sense of belonging within the school and wider community and to feel that they are respected and able to participate fully in school life.
- 5. We observe good equalities practice for our staff.** We ensure that policies and procedures benefit all employees and potential employees in all aspects of their work, including in recruitment and promotion, and in continuing professional development
- 6. We have the highest expectations of all our children.** We expect that all pupils can make good progress and achieve to their highest potential.

Slaley First School Equality Objectives

Our school's vision clearly reflects our commitment to fully including, respecting and supporting all members of our school community, whatever their cultural background, belief, gender, race, need or disability. We aim to challenge and eliminate any inequalities which may arise. Having referred to and analysed our equality information, we have set ourselves the following objectives:

- Narrowing any gaps in the performance and attainment of groups of pupils (between boys and girls, children with EAL, those with SEND) and addressing 'gaps in learning' due to extended periods of absence (i.e. due to COVID-19).
- Ensuring all staff take account of factors that may affect children, parents and their families, within the School.
- Increasing community and parental engagement and continuing to build on our existing programme of multi – cultural events to celebrate diversity in Modern Britain and the wider world (to include seeking the views and ideas of parents/carers).
- Ensuring that all policies and procedures reflect current legislation and best practice.

Reviewed and Updated: July 2020

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