

Chuter Ede Primary School



~ Equality Policy ~

Autumn 2025

Adopted by	SLT
Adapted from	The Nottinghamshire Model School's Equality Policy
Ratified by	Governing Body 12.11.25
Date for Review	Autumn 2025

1. Introduction

- 1.1 At Chuter Ede Primary School we focus on the wellbeing and progress of every child and every member of our school community (staff, parents/carers/guardians and visitors) and recognise that each person is of equal worth and our Equality and Diversity Policy reflects how our school meets the duties as set out in the Equality Act 2010.
- 1.2 Our policy also seeks to ensure that we continue to tackle issues of disadvantage and underachievement of different groups.

- 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.*
- 1.4 *Our approach is based on seven key principles that apply to our whole school community, children, staff, parents/carers/guardians and visitors.*
- 1.4.1 *Everyone in the whole school community is of equal value. Whether disabled or not, whatever their ethnicity, culture, national origin or national status, whatever their gender and gender identity, whatever their religious/non-religious affiliation or faith background and whatever their sexual orientation.*
- 1.4.2 *We recognise, respect and value difference and understand that diversity is strength. We take account of difference and strive to remove barriers and disadvantages that people may face in relation to disability, ethnicity, gender and gender identity, religion, belief/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 our school.*
- 1.4.3 *We foster positive attitudes and relationships. We actively promote positive attitudes and mutual respect between groups and communities different from each other.*
- 1.4.4 *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 the wider community and to feel that they are respected and able to participate fully in school life.*
- 1.4.5 *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.*
- 1.4.6 *We have the highest expectations of all our children. We expect that all pupils can make good progress and achieve to their highest potential.*
- 1.4.7 *We work to raise standards for all pupils, particularly our most vulnerable. We believe that improving the quality of education for our most vulnerable pupils raises standards across the whole school.*

2. The Equality Act 2010

- 2.1 *The Equality Act 2010 is the foundation on which our legal responsibilities are built. The Act ensures that our children, staff and visitors are protected from discrimination, harassment and victimisation on the grounds of several 'protected characteristics'. This means that our school cannot discriminate or treat people less favourably because of their sex (gender), race, disability, religion/belief or none, gender reassignment, sexual orientation, pregnancy or maternity, marriage and civil partnership and age.*

- 2.2 *The Act requires schools to comply with the Public Sector Equality Duty and two specific duties.*
- 2.3 *The Public Sector Equality Duty requires schools to:*
- a) *Eliminate unlawful discrimination, harassment and victimisation*
 - b) *Advance equality of opportunity between different groups*
 - c) *Foster good relations between different groups.*
- 2.4 *The Act also has two specific duties.*
- a) *Schools publish information to show compliance with the Equality Duty*
 - b) *Schools publish Equality Objectives at least every four years.*
- 2.5 *The duties are listed in section C. Other statutory documents of the DfE's document entitled Statutory policies for schools: Advice on the policies and documents that governing bodies and proprietors of schools are required to have by law.*

3. *Meeting the Public Sector Equality Duty*

- 3.1 *The following list is not exhaustive and schools should amend/add as they consider appropriate. These should be used to inform the school's equality objectives and actions in appendix I. It is expected that schools will identify key priorities, informed by qualitative and quantitative analysis, and developed further over the four year cycle.*
- 3.2 *Schools can obtain further support and information from the City Council's Equality and Community Relations Team equalityanddiversityteam@nottinghamcity.gov.uk or telephone 0115 876 2747.*
- 3.3 *Schools should address the following points when considering their objectives and actions:*
- 3.3.1 *What we are doing to eliminate discrimination, harassment and victimisation*
- *We take account of issues of equality in relation to admissions and exclusions.*
 - *We work towards ensuring that reasonable adjustments are made for disabled people*
 - *We actively promote equality and diversity through the curriculum*
 - *Every policy will link in and make reference to the school's Equality and Diversity Policy.*
 - *We work towards creating an environment that champions respect for all.*
 - *We ensure that staff employment, training and promotion is based on principles of equality.*
 - *We will continue to oppose all forms of prejudice, including, racism, antisemitism, Islamophobia, homophobia, transphobia, biphobia, sexism, ageism and disablism.*
- 3.3.2 *What we are doing to advance equality of opportunity between different groups*
- *We know the needs of our school population and collect and analyse data e.g. gender, disability and ethnicity by year group in order to inform planning and identify targets for improvements particularly between specific groups of children e.g. disabled children.*
- 3.3.3 *What we are doing to foster good relations*

- *We prepare our pupils for life in a diverse society by ensuring that curriculum activities promote the spiritual, moral, social and cultural development of pupils.*
- *We teach about difference and diversity and the impact of stereotyping, prejudice and discrimination through PSHE and citizenship and across the curriculum.*
- *We promote a whole school ethos and values that challenge prejudice based discriminatory language, attitudes and behaviour.*
- *We provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other*

3.4 Meeting the specific duties

3.4.1 What we are doing to show compliance to the Public Sector Equality Duty (PSED)

- *We evaluate our success in meeting the PSED by the extent to which we achieve improved outcomes for the different groups within our school. We produce equality data which inform our Equality Objectives*

3.4.2 What we are doing re: Equality Objectives

- *Our objectives for 2022-2025 are: 'To achieve the Equality, Diversity and Inclusion Quality Mark'; and 'To develop and implement a reading spine which reflects our school community' which we will*

publish alongside our policy with copies available on request in a variety of languages and formats. Appendix I should be used for each objective identified, for which an action plan should be created, to be monitored and reviewed on a regular basis and reported at termly meetings of the full governing body.

3.4.3 Consultation

- *In order to meet the PSED, consultation of the Policy should be undertaken with the whole school community.*

4. Roles and Responsibilities

4.1 Governing Body

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. A member of the governing body Louise Howe has a watching brief regarding the implementation of this policy.

4.2 Headteacher and Leadership Team

The Headteacher and Leadership Team 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.

4.3 Teaching and support staff

All teaching and support staff will:

- *Promote an inclusive and collaborative ethos in their classroom*
- *Challenge pre-judice and discrimination*
- *Deal fairly and professionally with any incidents of victimisation, discrimination, harassment and pre-judice.*
- *Keep up-to-date with equalities legislation relevant to their work*
- *Support different groups of pupils through differentiated planning, teaching and making reasonable adjustments for disabled pupils and those for whom English is not a first language*

4.4 Breaches

Breaches will be managed by the Headteacher and Governing body

4.5 Monitoring and Evaluation

We will collect and analyse qualitative and quantitative data relating to the implementation of this policy to monitor its effectiveness, and will review and amend when necessary

Review date Autumn 2026

Signed: Chair of Governors.....Headteacher.....

Date: 12.11.25

<i>4.3 To use a range of practical strategies, resources and ideas to improve outcomes around the DEIB agenda and to explore the AREP (Anti-Racist Education Programme)</i>	<i>4.3- Good practice and research based evidence from schools around the county is shared and Chuter Ede is part of this network.</i> <i>4.3 Children are confident to talk about British Values and Protected Characteristics in school.</i> <i>4.3 DEIB is evident in Teaching and Learning across school.</i> <i>4.3 Books and displays represent the children in school, the wider community and the world in which we live.</i> <i>4.3 Children can begin to talk about how school has prepared them to live in a diverse society beyond school.</i> <i>4.3 Children begin to articulate their understanding of DEIB.</i>	<i>4.3 Attending the Belonging, Engaging and Achieving conference develops an understanding of how we can support all vulnerable pupils.</i> <i>4.3 Staff are more confident to have discussions with children about the news/current affairs relating to DEIB issues.</i> <i>4.3 DEIB is more evident in Teaching and Learning across school.</i> <i>4.3 Books and displays represent the children in school, the wider community and the world in which we live.</i> <i>4.3 Children can talk about how school has prepared them to live in a diverse society beyond school.</i> <i>4.3 Children articulate fully their understanding of DEIB.</i> <i>4.3 Children continue to be confident to talk about British Values and Protected Characteristics in school.</i>	<i>4.3 DEIB is evident and embedded in Teaching and Learning across school.</i> <i>4.3 Books and displays fully represent the children in school, the wider community and the world in which we live.</i> <i>4.3 Children can talk and describe fully how school has prepared them to live in a diverse society beyond school.</i> <i>4.3 Children articulate fully their understanding of DEIB.</i> <i>4.3 Children continue to be confident to talk about British Values and Protected Characteristics in school.</i> <i>4.3 Children at Chuter Ede have a values framework upon which to hang concerns and issues which focuses on non-violence, equality for all, rejection of hatred and the human story.</i>
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