

Offley Primary



Academy

# **OFFLEY PRIMARY ACADEMY STATEMENT EQUALITY ACT 2010**

# Academy Statement Equality Act 2010

---

## INTRODUCTORY NOTES

The Equality Act 2010 replaces all previous equality legislation. Please see [Appendix A – One Minute Guide – Equality Duty for Academics – December 2011](#) for further details regarding the duty for Academics and changes to legislation.

This Statement has been developed as a means to publish our equality information and objectives and as a guide to undertake equality analysis and develop objectives.

---

## LEGAL FRAMEWORK

1. We welcome our duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age, disability, ethnicity, gender (including issues of transgender, and of maternity and pregnancy), religion and belief, and sexual identity.
  2. 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.
- 

## GUIDING PRINCIPLES

3. 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:

- 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
- whatever their sexual identity.

### 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 disabled people, 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 boys and girls, and women and men, 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
- girls and boys, women and men.

**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
- both women and men, and girls and boys, through Parent Voice and Pupil Voice
- gay people as well as straight.

**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:

- disabled people as well as non-disabled
- people of a wide range of ethnic, cultural and religious backgrounds
- both women and men, girls and boys
- gay people as well as straight.

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

We maintain and publish quantitative and qualitative information showing our compliance with the public sector equality duty (PSED) set out in clause 149 of the Equality Act 2010.

### **Principle 9: Equality Objectives**

Our equality objectives are *specific* and *measurable* and link to the Academy Strategic Improvement Plan (SSIP). Targets are clear and consideration has been given to:

- what action will be taken;
- who will lead on each key priority; and
- how and who will coordinate, monitor, and report on progress made.

Our equality objectives are reviewed, monitored and reported annually on progress towards achieving them.

In setting our objectives, we have thought about:

- what evidence can be used to inform the objectives, from both internal and external sources;
- what types of equality issues are raised by staff, pupils and parents/carers;
- where evidence indicates that equality performance is poor;
- what objectives could be set to stretch the Academy to perform better on equality issues in key areas;
- whether there is scope to benchmark equality information and objectives against other Academics;
- whether to set short term, medium term or long term objectives in different areas;
- how progress against the objectives will be measured.

### **The Equality Objectives at Offley Primary Academy are:**

- to promote spiritual, moral, social and cultural development through all appropriate curricular opportunities, with particular reference to issues of equality and diversity
- to reduce prejudice and increase understanding of equality through direct teaching across the curriculum
- to increase understanding between religious groups;
- to promote community cohesion, particularly those related to pupils' understanding of community cohesion in the national context.
- to raise achievement and attainment in mathematics to match the levels of achievement and attainment in English for boys and girls at the end of KS1 and the end of KS2

- to ensure that groups of pupils, including those with special educational needs, are making progress in line with similar groups nationally
  - to encourage all pupils to consider non-stereotyped career options;
- 

## **THE CURRICULUM**

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

## **ETHOS AND ORGANISATION**

5. We ensure the principles listed above apply to the full range of our policies and practices, including those that are concerned with:
    - pupils' progress, attainment and achievement
    - pupils' 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.
- 

## **ADDRESSING PREJUDICE AND PREJUDICE-RELATED BULLYING**

6. The Academy is opposed to all forms of prejudice which stand in the way of fulfilling the legal duties of the Equality Act 2010.
  - 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.

We keep a record of all prejudice-related incidents: number of incidents, types and seriousness of incidents at our Academy and how they are dealt with.

---

## **ROLES AND RESPONSIBILITIES**

7. The Governing Body is responsible for ensuring that the Academy complies with legislation, and that this policy and its related procedures and action plans are implemented.

8. The Head Teacher 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.
9. All staff are expected to:
- promote an inclusive and collaborative ethos in their classroom
  - deal with any prejudice-related incidents that may occur
  - plan and deliver curricula and lessons that reflect the principles in paragraph 4 above
  - support pupils in their class for whom English is an additional language
  - keep up-to-date with equalities legislation relevant to their work.
10. The Head Teacher ensures that the content of this policy is known to all staff and governors and, as appropriate, to all pupils and their parents and carers.
- 

### **RELIGIOUS OBSERVANCE**

11. We respect the religious beliefs and practice of all staff, pupils and parents, and comply with reasonable requests relating to religious observance and practice.
- 

### **STAFF DEVELOPMENT AND TRAINING**

12. 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.
- 

### **BREACHES OF THE POLICY**

13. Breaches of this policy will be dealt with in the same ways that breaches of other Academy policies are dealt with, as determined by the Head Teacher and Governing Body.
- 

### **MONITORING AND REVIEW**

14. We collect, review and use quantitative and qualitative data relating to the implementation of this policy, and make adjustments as appropriate.
15. In particular we collect, analyse and use data in relation to achievement, broken down as appropriate according to disabilities and special educational needs; ethnicity, culture, language, religious affiliation, national origin and national status; and gender.
-