**Putteridge Primary School**

**Equality**

At Putteridge Primary School we have a strong ethos built around the ‘Values programme’ where all members of the school community are valued regardless of ability, ethnicity, culture, religious belief, nationality, gender or sexual orientation. We believe in fostering good relations between all members of our community by tackling prejudice and promoting understanding between pupils.

The Putteridge Primary School Equality Policy is intended to eliminate all forms of discrimination, harassment and victimisation.

This policy applies to staff, pupils and people using the services of the school such as parents and our community. It brings together the Equal Opportunities, Race Equality and the Disability Equalities Scheme into one single document.

Putteridge Primary School is committed to equality of opportunity and aims to be a school where everyone:

* is respected and respects others
* takes an active part in all elements of school life
* achieves their full potential
* develops essential life skills
* exercises choice and individual liberty

We believe that no one should receive less favourable treatment on the grounds of:

Race, disability, physical ability, age, health, income, religion/ belief, colour, ethnic origin or nationality, sexuality, marital status, gender, trade union, or professional association membership.

Under the statutory duties all schools have responsibilities to promote equality.

**Legal Framework**

1. The school embraces its duties under the Equalities Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age (as appropriate), disability, ethnicity (including issues of transgender, and of maternity and pregnancy), religion and belief, and sexual identity).

2. The school seeks to fulfil its duty under the Education and Inspections Act 2006 to promote community cohesion.

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.

In fulfilling the legal obligations cited above, we are guided by the following principles:

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

We recognise and respect difference. Treating people equally 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 identity, so that the different needs and experiences of girls and boys, and women and men, are recognised
* religion, belief or faith background
* sexual identity

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, 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

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.

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

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

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.

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 a curriculum and lessons that reflect the principles in above
* support pupils in their class for whom English is an additional language

Breaches of this policy will be dealt with in the same way that breaches of other school policies are dealt with, as determined by the Head teacher and governing body.

**Equality Objectives**

We have set ourselves specific objectives that will help us achieve the aims of the general equality dut*y.* These are:

* Increasing awareness of the ways in which parents of pupils with disabilities and young people can help to support their learning.
* Monitoring incidents of harassment and bullying of pupils, encouraging pupils to take action and report offenders.
* Use of the Values Programme, assemblies, stories and PSHE lessons to investigate and address any issues as they arise.
* Ensuring that all groups of pupils are represented and encouraged to participate in class assemblies, plays, events, school councils and after school clubs.
* Ensuring all vulnerable groups of pupils achieve challenging targets and the gaps in attainment for these pupils are reduced by closely monitoring school data and ensuring appropriate interventions are put in place.
* Ensuring ‘quality first teaching’ targets all vulnerable groups of pupils.
* Ensuring that all staff have high expectations for all groups of pupils regardless of gender, race or disability