CHATER JUNIOR SCHOOL
Equalities and Diversity Policy

Reviewed: February 2024

Introduction

At Chater Junior School we are committed to providing a safe, inclusive, and nurturing environment that celebrates diversity and promotes equality for all members of our school community. This policy outlines our approach to equalities and diversity, ensuring that every individual is treated with respect, fairness, and dignity, regardless of their race, gender, religion, disability, or any other protected characteristic.

Legal framework

Our policy is aligned with the requirements of the Equality Act 2010 and the Ofsted expectations as outlined in the September 2023 framework. This policy supports the aims of the national curriculum in England and promotes positive attitudes towards diversity and inclusion, ensuring that discrimination is actively challenged.

Commitment to Equality

We are committed to promoting equality of opportunity, tackling discrimination, and fostering good relations between different groups. Our policy ensures that everyone in our school community feels valued, safe, and supported. We believe that diversity enriches the educational experience and allows for a broader understanding of the world.

Roles and Responsibilities

The governing board will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to 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.
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher.

The equality link governor is Claire Tessier, they will:

- Meet with the designated member of staff for equality every term, and other relevant staff members, to discuss any issues and how these are being addressed.
- Ensure they're 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

The headteacher will:

- Promote knowledge and understanding of the equality objectives among staff and pupils.
- Monitor success in achieving the objectives and report back to governors.

The Assistant head for inclusion will:

- Support the headteacher in promoting knowledge and understanding of the equality objectives among staff and pupils.
- Meet with the equality link governor every [frequency] to raise and discuss any issues (delete if not applicable)
- Support the headteacher in identifying any staff training needs and deliver training as necessary.

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 – for example, during meetings. Where this has been discussed during a meeting it is recorded in the meeting minutes.

New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training every September. The school has a designated member of staff for monitoring equality issues, and an equality link governor. They regularly liaise regarding any issues and make senior leaders and governors aware of these as appropriate.

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.
    - Taking steps to meet the particular needs of people who have a particular characteristic.
    - 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 extracurricular activities)
- In fulfilling this aspect of the duty, the school will:
    - Analyse and report to governors on attainment data each academic year showing how pupils with different characteristics are performing.
    - Analyse the data referenced above to determine strengths and areas for improvement, implement actions in response and publish this information.
    - Make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying)
    - Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils.

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, citizenship 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, 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.

The school keeps a written record (known as an Equality Impact Assessment) to show we have actively considered our equality duties and asked ourselves relevant questions. This is recorded at the same time as the risk assessment when planning school trips and activities. The record is completed by the member of staff organising the activity and is stored electronically with the completed risk assessment.

Monitoring arrangements

- The headteacher will update the equality information the school publishes, at least every year.
- This document will be reviewed by the governing board at least every 4 years.
- Progress against the equality objectives will be reviewed annually and added to this policy.