



# Equality Information and Objectives

2022-26

Houghton St Giles CE Primary Academy

'Dream to Achieve'

*'I can do all things through Him who strengthens me.'*

A handwritten signature in black ink, appearing to be 'JGM', is centered within a white rectangular box.

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CEO SIGNATURE

n/a - operational/delegated to CEO

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CHAIR OF TRUST BOARD SIGNATURE

27.9.22

(reviewed September 2024)

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DATE

Published information reviewed annually & published at  
least every 4 years.

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NEXT REVIEW DATE



## Equality Information and Objectives Statement

### Opening statement

We welcome our duties under the Equality Act 2010. The school's general duties with regard to equality are:

- Eliminating discrimination.
- Fostering good relationships.
- Advancing equality of opportunity.

We will not discriminate against, harass or victimise any staff member, pupil, prospective pupil, or other member of the school community because of their:

- Sex.
- Age.
- Race.
- Disability.
- Religion or belief.
- Sexual orientation.
- Gender reassignment.
- Pregnancy or maternity.
- Marriage and civil partnership.

We aim to promote pupils' spiritual, moral, social and cultural development, with special emphasis on promoting equality and diversity, and eradicating prejudicial incidents for pupils and staff. Our school is committed to not only eliminating discrimination, but also increasing understanding and appreciation for diversity. It is our aim for all children to feel confident and empowered which is echoed in our motto 'Dream to Achieve' and through scripture '*I can do all things through Him who strengthens me.*'

### Aims to eradicate discrimination

We believe that a greater level of success from pupils and staff can be achieved by realising the uniqueness of individuals. Creating an inclusive environment where individuals feel confident and at ease is a commitment of the school. This environment will be achieved by:

- Being respectful.
- Always treating all members of the school community fairly.
- Developing an understanding of diversity and inclusion and the benefits it can have.



- Adopting an inclusive attitude and ensuring that the whole school community understands what inclusive behaviour looks like in the school and how this aligns with the school's values.
- Adopting an inclusive curriculum that is accessible to all.
- Encouraging compassion and open-mindedness.
- Challenging bias and calling it out in order to move the conversation forward.

We are committed to having a balanced, diverse and fair curriculum. We believe that our pupils should be exposed to ideas and concepts that may challenge their understanding, to help ensure that pupils learn to become more accepting and inclusive of others. Challenging and controversial concepts will be delivered in a way that prevents discrimination and promotes inclusive attitudes.

### **Dealing with prejudice and celebrating diversity**

We do not tolerate any form of prejudice-related incident. Whether direct or indirect, we treat discrimination against all members of our school with the utmost severity. When an incident is reported, our school is devoted to ensuring appropriate action is taken and a resolution is put into place which is both fair and firm.

Our pupils are taught to be:

- Understanding of others (School Value of Respect linked with British Value of Mutual Respect).
- Celebratory of diversity (British Values – Individual liberty and Tolerance).
- Eager to reach their full potential (School Value of Resilience).
- Inclusive: all pupils are treated with equal respect and are given access to all opportunities.
- Aware of what constitutes discriminatory behaviour.

The school's employees will not:

- Discriminate against any member of the school community.
- Treat other members of the school community unfairly.

The school's employees will:

- Promote and respect diversity and equality.
- Encourage and adopt an inclusive attitude.
- Lead by example.
- Seek training if they need to improve their knowledge in a particular area.
- Treat all members of the school community with equal respect and understanding

Throughout the year, the school provides a variety of opportunities to celebrate diversity, including:



- Planning activities for key diversity awareness days.
- Inviting guest speakers to talk to pupils about diversity.
- Incorporating lessons about diversity into the curriculum.

### **Equality and dignity in the workplace**

We do not discriminate against staff with regard to their:

- Age.
- Disability.
- Gender reassignment.
- Marital or civil partner status.
- Pregnancy or maternity.
- Race.
- Religion or belief.
- Sex.
- Sexual orientation.

Equality of opportunity and non-discrimination extends to the treatment of all members of the school community. All staff members are obliged to act in accordance with the school's various policies relating to equality.

We will guarantee that no redundancy is the result of direct or indirect prejudice. All disciplinary procedures are non-prejudicial, whether they result in warnings, dismissal, or any other disciplinary action.

### **Diversity and representation**

- Visual displays reflect diversity
- Minority ethnic, disabled and both male and female role models and those of vulnerable groups are promoted positively in lessons, displays, discussions and collective worship
- The school takes part in events such as awareness of issues around race, disability and gender
- The school environment is highly accessible to pupils, staff and visitors to the school (one level and with disabled friendly facilities)
- Open evenings and other events which parents, carers and the community attend are held in the school or church (both of which are accessible) and issues such as language barriers are considered and supported when required.
- The accessibility needs of parents, pupils and staff are considered in the publishing and sending out of information (support or adaptations can be made)



- The Governing Body is increasingly representative of the community it serves
- Procedures for the election of parent governors are open to candidates and voters who are disabled.

## **Inclusion**

We know the needs of our school population well and collect and analyse data in order to inform our planning and identify targets to achieve improvements.

Through our admission procedures we work in partnership with parents and carers to identify children who have a disability or require additional support.

We collect data and monitor progress and outcomes of different groups of pupils and use this data to support school improvement. We take action to close any gaps, for example, for those making slower progress in acquiring literacy and numeracy skills.

We collect, analyse and publish data:

- On the school population by gender and ethnicity
- On the % of pupils identified as having a special educational need and/or disability and by their needs or disability
- By year group – in terms of ethnicity, gender and proficiency in English;
- On inequalities of outcome and participation, related to ethnicity , gender and disability and proficiency in English.

We analyse standards reached by different groups at the end of each key stage:

- Different ethnicities
- EAL (English as an Additional Language)
- All SEND
- School Action and EHCP
- Looked After Children and Previously Looked After Children
- FSM, Ever 6 and PPG
- High Prior Attainers

Furthermore:

- We also collect, analyse and use data in relation to attendance and exclusions of different groups.
- We are aware that the legislation relates mainly to current but also to future pupils.
- We avoid language that runs the risk of placing a ceiling on any pupils' achievement.



- We use a range of teaching strategies that ensures we meet the needs of all pupils through adaptation of lessons and scaffolding support to ensure that learning is not capped or prohibits children making progress.
- We provide support to pupils at risk of underachieving.
- We are alert and very proactive about the potentially damaging impact of negative language in matters such as race, gender, disability and sexuality.
- 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, for example:
  - disabled and non-disabled people
  - people of different ethnic, cultural and religious backgrounds
  - girls and boys

We ensure equality of access for all pupils to a broad and balanced curriculum, removing barriers to participation where necessary.

#### **Closing statement**

Prejudice is not tolerated and we are continuously working towards a more accepting and respectful environment for our school community.

The school's Equality Policy further outlines the school's policies regarding equality.