

# Carlton Digby School

## Equality Policy



**Date approved by the Governing Body: November 2024**

**Date to be reviewed: November 2028 (or earlier if the need arises)**

## **RATIONALE**

Carlton Digby School will abide by the provisions of the Equality Act 2010 and has developed this Equality Statement to help us meet our Public Sector Equality Duty (“Equality Duty”) under the Equality Act 2010. The Equality Duty makes sure public bodies play their part in making society fairer by tackling discrimination and providing equality of opportunity for all.

We are committed to giving due regard to equal treatment and opportunity for all staff, pupils and members of the wider community. We do all that we can to eliminate discrimination and foster good relations amongst all connected with the school.

The Equality Act covers nine protected characteristics, which cannot be used as a reason to treat people unfairly. They are:

- Age (*employees*)
- Disability
- Gender reassignment
- Marriage and civil partnership (*employees*)
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

## **EQUALITY DUTY**

The Equality Duty has two parts – the general duty and the specific duties. The general duty requires us to consider how our policies, practices and day-to-day activities impact on students and staff. We must have due regard to the need to:

- Eliminate unlawful discrimination, harassment and victimisation and any other conduct prohibited by the Equality Act.
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it.
- Foster good relations between people who share a protected characteristic and those who do not share it.

The specific duties require us to: publish information (Equality Analysis) to show how we are complying with the Equality Duty. This will be updated annually; and prepare and publish Equality Objectives. We will publish objectives at least once every four years.

## **SCHOOL CONTEXT**

Carlton Digby School is a special school located in Mapperley, Nottingham. We cater for a mixed ethnic population gathered from both the local county and city areas. The school is situated in a leafy suburb to the northeast of the city of Nottingham. People of white British descent largely populate the locality.

All pupils on roll have an Education, Health and Care Plan. Approximately  $\frac{2}{3}$  of pupils are boys and  $\frac{1}{3}$  are girls. Approximately  $\frac{3}{4}$  of the pupils are White British. The remaining  $\frac{1}{4}$  consists of White and Black Caribbean, other White background, Black Caribbean, Pakistani, White and Asian, White and Black African, and any other mixed background.

Staff within the school are predominantly female and White British.

The local area is cohesive and reported crimes are low. The school has no recorded history of racial tension, with no catalogued incidents of verbal or physical abuse, or demonstrably racist attitudes on the part of the pupils or the staff. To date, we are unaware of any racist incidents occurring in the local area.

## **MISSION STATEMENT**

The school are committed to ensuring that this policy and the equality act is actively implemented and is focused on achieving positive outcomes. This policy will be implemented through daily practice and has close links with the following policies:

- anti-bullying
- whole school child protection
- behaviour

The school stands for the equality of opportunity for all. We recognise that genuine equality of opportunity is based upon positive self-image. It is our intention to eliminate unlawful racial discrimination should it occur at school, and to promote and foster harmonious relationships between all members of the school, regardless of their ethnic background. The promotion of good race relations is but one aspect of this wider policy.

## **THE CURRICULUM / TEACHING AND LEARNING**

Equality and diversity will be as embedded as far as is possible in all areas of the curriculum and that pupils will be given opportunities to explore prejudice and discrimination, and to positively explore difference in relation to race / ethnicity, religion / belief, gender, disability.

Each subject area will be kept under review, including the resources available. It will make a commitment to ensure resource materials reflect both the diversity of the school, local community and wider society as a whole. Attainment and achievement data will be collected on a termly basis and this will be used to inform planning and provision to support individuals and groups of pupils. The curriculum will be scrutinised by subject leaders for cultural bias.

As part of our school curriculum offer, we access our local community as much as possible and have working relationships with local leaders, faith leaders, places of worship and work experience opportunities.

The school ensures it has due regard to equality considerations whenever significant decisions are made 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 to show we have actively considered our equality duties and asked ourselves relevant questions. This is recorded when completing the risk assessment when planning school trips and activities. The risk assessment is completed by the member of staff organising the activity and is stored electronically.

## **ETHOS AND ORGANISATION**

At Carlton Digby School we believe that every child should have access to the best possible education and be able to achieve their full potential. We strive to build positive relationships between parents / carers and staff. Equality and diversity principles run through all our day to day practices and are embedded in all our policies. We propose that all members of the school, regardless of their ethnic background, are offered equality of access, treatment, opportunity for improvement and provision with regard to the following:

- Pupils progress, achievement and attainment
- Care, guidance and support
- Assessment of personal performance
- Pupils' personal development, pastoral care and welfare and well-being (linking to anti-bullying and safeguarding)
- Teaching and learning
- Admission and attendance
- Behaviour, discipline and exclusion
- The curriculum
- Staff recruitment and professional development
- Partnerships with parents, guardians and families
- Working with the wider community
- Inclusion

The school is active in celebration of our differences as well as our similarities.

It is the responsibility of all staff, pupils, governors and visitors to the school to commit to:

- Actively tackling racial discrimination, and promoting equal opportunities and good race relations
- Encouraging, supporting, and helping all staff and pupils to reach their full potential, regardless of physical or cognitive or behavioural challenges
- Working with parents, carers and guardians, and with the wider community, to tackle discrimination wherever it is offered

- Follow and promote good practice, with the provision of positive role models, the encouragement of visitors of different faiths to the school, celebration of religious festivals, practices and faiths where these do not contravene health and safety policy, and provision of books and other secondary sources which value ethnic diversity and avoid stereotyping
- Adherence to this policy

We do not divide or allocate groupings on the basis of race, gender or ability, except where ability groupings reflect the primary aim of sound educational provision. We encourage our pupils to mix socially across racial lines.

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

The school has a legal obligation to eliminate discrimination and harassment and victimisation, as well as the duty to foster positive relations between groups and individuals. The standard definition now adopted by most public bodies is:-

*“A hate incident is any incident which is perceived by the victim or any other person to be motivated by the offender’s prejudice against people because of their age, disability, gender, race, religion, sexual orientation or other reason.”*

At Carlton Digby School we take our obligations seriously. Should there be any cause for concern please contact the Head Teacher. Any incidents will be reported to the Governing Body on a regular basis.

Prejudice and bullying are issues directly addressed through a comprehensive PSHE and citizenship programme that all pupils follow. Where appropriate, it is also dealt with in other subject areas.

## **EQUALITY OBJECTIVES (updated every four years)**

1. To ensure that any gap in attainment between different groups is not significant
2. To promote spiritual, moral, social and cultural development through all appropriate curricular activities, with particular reference to issues of equality and diversity
3. To ensure that pupils are punctual and attend school consistently
4. To ensure that teachers in school differentiate activities in order that individual pupils can achieve their full potential
5. To provide additional support for disadvantaged pupils through the effective use of the pupil premium funding
6. To ensure fair access to off-site activities, regardless of SEND

## **INFORMATION AND RESOURCES**

The content of this policy is known by all stake-holders, including governors, staff, parents / carers, and pupils and the opportunities provided for each stake-holder group to actively engage with the development of, implementation of, and monitoring and evaluation of this policy and all related activity.

Relevant equality information will be collected and published in line with the whole school census. It will also be collected on a termly basis within school in line with the whole school monitoring and evaluation cycle.

Equality data will be published annually on the school website.

### **STAFF DEVELOPMENT AND TRAINING**

- Staff across all sections of the school community will have their professional development needs met on an annual basis.
- New and temporary staff will be made aware of the school's policy and practices in relation to equality.
- New staff will receive a comprehensive induction package to cover their training needs.

### **LEGAL FRAMEWORK**

- This policy has been developed in response to the Equality Act 2010.
- Reference to the LA guidelines 'Dealing with racist Incidents' (2009).
- The Equality Act 2010 (Specific Duties) Regulations 2011

### **BREACHES OF THE POLICY**

Concerns / complaints about the implementation of the policy or any infringement of it should be directed to the Head Teacher as per the complaints' policy, which can be accessed via the school website at [www.carltondigby.notts.sch.uk](http://www.carltondigby.notts.sch.uk) or via the school office.

The school undertakes to report racist incidents to the LA and will conform to the requirements of the LA guidance issued to schools (Dealing with Racist Incidents).

### **MONITORING AND EVALUATION**

The equality objectives information will be reviewed annually and is reported on the school website. This policy will be reviewed at least every four years or earlier if the need arises.

#### **The Governors are responsible for:**

- Ensuring that the school complies with the Equality Act, 2010
- Ensuring that this policy is followed by all pupils, staff and visitors to the school
- Regularly review and monitor the implementation of this policy
- Ensure the equality information and objectives as set out in the statement are published and communicated through the school website
- Attending relevant training as required
- Meet with senior leaders and other relevant members of staff to discuss and issues and how these are being addressed

#### **The Head teacher is responsible for:**

- Ensuring that this policy is available to all people with an interest in its contents and

guidance

- Ensuring that the policy is implemented on a day to day basis
- Ensuring that regular updates to the policy are carried out, including monitoring objectives and training for staff and governors if necessary
- Ensuring that **all** staff are aware of their responsibilities under the legislation and that they are given appropriate training and support to meet these responsibilities.
- Taking appropriate action in the event of incidents of discrimination, harassment or abuse

**The Senior Leadership team is responsible for:**

- Supporting the headteacher in promoting knowledge and understanding of the equality objectives among staff and pupils
- Meet with the governing body to raise and discuss any issues as required
- Support the headteacher in identifying any staff training needs, and deliver training as necessary

**The school staff are responsible for:**

- Keep up-to-date with equalities legislation relevant to their work
- Promoting the equality policy and objectives, including through planning, assessment and individual support for pupils and groups of pupils.
- Support the ethos of the school through their actions
- Demonstrate an awareness of specific individual needs and promote respect for diversity
- Avoiding contravention of the policy by means of word or deed, intended or not
- Recognition of incidents that contravene this policy
- Tackling any such incidents and dealing with the immediate results with the duty of care to their pupils uppermost in their consideration
- Recognising when any such incidents are beyond their capacity or training to deal with at the time, and the need to pass the responsibility for addressing such incidents to an appropriate authority