

Equality Act Statement

EQUALITY DUTY – COMPLIANCE WITH SINGLE EQUALITY ACT (SEA) 2010

Report to Governors, September 2023

At Orchard Primary School, we are committed to ensuring equality of opportunity for all pupils, staff, parents and carers irrespective of race, gender, disability, belief, sexual orientation, age or socio-economic background. We are determined to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and ability to participate fully in school life.

As an inclusive school where we focus on the wellbeing and progress of every child and where all members of our school community are of equal worth, we believe that the Equality Act 2010 provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people.

It also ensures that we continue to tackle issues of disadvantage and underachievement of different groups. 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.

Legal Duties

As a school we welcome our duties under the Equality Act 2010. The general duties are to:

- eliminate discrimination, harassment and victimisation
- advance equality of opportunity
- foster good relations

We understand the principal of the act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity.

A protected characteristic under the act covers the groups listed below:

- age (for employees not for service provision)
- disability
- race
- sex (including issues of transgender)
- gender reassignment
- maternity and pregnancy
- religion and belief
- sexual orientation
- Marriage and Civil Partnership (for employees)

Our approach to equality is based on the following key principles:

All learners are of equal value - This includes those that are disabled, whatever their ethnicity, culture, national origin or national status, whatever their sex and gender identity, whatever their religious or non-religious affiliation or faith background and whatever their sexual orientation.

Recognising, respecting and valuing difference and understanding diversity - We take account of differences and strive to remove barriers and disadvantages which people may face, in relation to disability, ethnicity, sex, religion, belief or faith and sexual orientation. We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

Fostering positive attitudes and relationships - We actively promote positive attitudes and mutual respect between groups and communities different from each other.

Fostering a shared sense of cohesion and belonging - We want all members of our school community to feel a sense of belonging within the school and wider community and to feel that they are respected and able to participate fully in school life.

Observing good equalities practice for our staff - We ensure that policies and procedures benefit all employees and potential employees in all aspects of their work, including in recruitment and promotion, and in continuing professional development.

Having the highest expectations of all our children - We expect that all pupils can make good progress and achieve to their highest potential. Working to raise standards for all pupils, but especially for the most vulnerable. We believe that improving the quality of education for the most vulnerable groups of pupils raises standards across the whole school.

1) How we eliminate discrimination and other conduct that is prohibited by the Equality Act 2010

Orchard and Symphony Learning Trust policies demonstrate compliance with SEA

As a matter of course, Orchard Primary staff are reminded about the compliance and importance of the Equality Act 2010 and ensure that all work undertaken complies and promotes equality of access and participation for all.

Our policies and procedures outlined below articulate how we remove or minimise disadvantages that could be suffered by particular groups.

Management and Finance Policies

Policy Name	Relevant Link
Admissions Policy	All aspects of equality
Administration of Medicines Policy	Disability
Admissions Appeal Protocols	All aspects of equality
Accessibility Policy	All aspects of equality
Accidents, Illness and First Aid Policy	Disability
Allegations of Abuse Against Staff Policy	All aspects of equality
Attendance Policy	All aspects of equality
Behaviour Policy	All aspects of equality
Capability Procedures (teaching and non-teaching staff)	All aspects of equality
Charging and Remissions Policy	All aspects of equality
Children with Health Needs who cannot Attend School Policy	All aspects of equality
Complaints Policy	All aspects of equality
Disability Equality Scheme	Disability
Disciplinary Procedures	All aspects of equality
Early Career Teacher Policy	All aspects of equality
Equality Policy	All aspects of equality
Exclusion Policy	All aspects of equality
Intimate Care Policy	All aspects of equality
Leave of Absence Policy	All aspects of equality
Management of attendance procedures	All aspects of equality
Maternity and Family Leave Policy	All aspects of equality
Menopause Guidance	Gender

Recruitment and selection Policy (safer recruitment)	All aspects of equality
Safeguarding Policy	All aspects of equality
Special Educational Needs and Disabilities Policy	All aspects of equality
Supporting Pupils with Medical Needs who cannot Attend School	All aspects of equality
Work Experience and Volunteering Policy	All aspects of equality

Curriculum and Other School Policies

Policy Name	Relevant Link
Anti-Bullying Policy	All aspects of equality
Behaviour Policy	All aspects of equality
Bereavement Policy	All aspects of equality
British Values Policy	All aspects of equality
Curriculum, Teaching and Learning Policy	All aspects of equality
English Policy	All aspects of equality
E Safety Policy	All aspects of equality
Exclusions Policy	All aspects of equality
Fire Safety Policy	Disability
Handwriting and Presentation Policy	All aspects of equality
Homework policy	All aspects of equality
Looked After Children Policy	All aspects of equality
Marking and Feedback Policy	All aspects of equality
Mathematics and Calculation Policy	All aspects of equality
Orchard Local Offer (SEN)	All aspects of equality
Relationships and Sex Education Policy	All aspects of equality
Remote Learning Policy	All aspects of equality
Science Policy	All aspects of equality
Uniform policy	All aspects of equality

2) Advancing equality of opportunity between people who share a protected characteristic and people who do not share it

Below are the Gender Equality, Race, Anti-Homophobic/Transphobic/Biphobic Equality and Disability Equality Schedules for targeted work / Equality Objectives throughout Orchard Primary School. (See also our overarching equalities scheme).

Disability Equality

Action	By	By when	Expected Outcomes
Continuation of tracking all abilities including various groups of SEN children, in all aspects of their achievement and attendance.	FS, JP, SENDCO	Monthly	Ensure provision and achievement for all groups is at expected or beyond standard. Ensure attendance of all SEN children is monitored and is at least at expected levels.

Continue to use RSE, PSHE and character education to reinforce school ethos of equality, tolerance and understanding of all people.	RSE and PSHE Leader, SLT	Termly	Ensure children continue to develop their levels of tolerance and understanding of all cultures and races.
Continue to ensure subjects are equally accessible and promoted to all regardless of any disabilities.	SLT, SENCO	As Required	Ensure all abilities have equal access and promotion to all areas of the curriculum and extended curriculum.
Continue to monitor extra-curriculum participation is representative of all abilities.	FS, PE Leader, SLT	Half Yearly	Ensure all abilities have equal access and promotion to all areas of the curriculum and extended curriculum.
Continue to monitor all incidents relating to persecution and report any incidents to the governing body as necessary.	FS, SLT, CoG	As required	Continued excellent levels of disability inclusion awareness.
Continue to ensure persons with any disability are portrayed in a positive light throughout the school.	SLT and Subject Leaders	Termly	Displays and work in school portray persons with disabilities in a positive light
Continue to ensure that access to every physical area of the school is appropriate for all persons regardless of any disability.	SLT, H&S Governor SENDCO, Site Manager	Termly	Health and safety governor annual inspection
To ascertain views of those pupils / staff who have disabilities to ensure that consultation and actions (if required) are taken as necessary.	SLT, Governing Body	As Required	Ensure any persons with a disability recognise they have the right to state any issues they may have and indeed witness that the Head, SLT, Governing Body will act upon any issues to best resolve them.

Race Equality

Action	By	Timescale	Expected Outcomes
Continuation of tracking ethnic minority groups in all aspects of their achievement, attendance and extra-curricular participation.	FS, JP, SLT	Monthly	Ensure provision and achievement for all groups is at expected or beyond standard. Ensure attendance of ethnic minority groups is monitored and is equal to or above whole school percentage.
Continue to use RSE, PSHE, British Values and Character Education teaching and learning to reinforce school ethos of equality, tolerance and understanding of all people.	RSE and PSHE Leader, FS SLT	Termly	Ensure children continue to develop their levels of tolerance and understanding of all cultures and races to reduce discrimination. RSE lessons to continue to ensure equality of opportunity is explored for all pupils.
Continue to use RE topics, including Judaism, Sikhism, Islam, Christianity and Hinduism to further develop understanding and respect for all religions.	RE Leader, SLT	Termly	Ensure children continue to develop their understanding of all cultures and religions.

Continue to develop links with schools from different countries / cultures and with the local community.	SLT	Termly	Ensure children continue to develop their understanding of all cultures and religions.
Continue to monitor all racist incidents and to report any incidents to the governing body as necessary.	SLT	As required	Continued good levels of racial tolerance and understanding.
To conduct pupil interviews relating to cultural awareness as necessary	FS, SLT Teachers	As required	To continue to monitor the level of cultural awareness and to consult on decisions to promote equality and eliminate discrimination.

Gender Equality

Action	By	Timescale	Expected Outcomes
Continuation of tracking both genders in all aspects of their achievement and attendance	SLT and subject leaders, FS & JP	Termly	Ensure provision and achievement for all groups is at expected or beyond standard. Ensure attendance of both genders is monitored and is equal to or above whole school percentage.
Continue to use RSE, PSHE and character education and British Values to reinforce school ethos of equality, tolerance and understanding of all people	RSE and PSHE Leader, BV Leader, SLT	Termly	Ensure children continue to develop their levels of tolerance and understanding of all cultures and races.
Continue to ensure subjects which are traditionally 'boy' or 'girl' related (e.g. aspects of PE, Maths) are equally accessible and promoted to both genders.	Subject leaders	Termly	Ensure both genders have equal access and promotion to all areas of the curriculum and extended curriculum.
Continue to monitor extra-curricular participation is representative of both genders.	FS, PE Leader	Half-Termly	Ensure both genders have equal access and promotion to all areas of the curriculum and extended curriculum.
Continue to monitor any incidents of child on child abuse (gender related)	FS	Half-Termly	Excellent levels of respect and understanding between the genders.

Anti-homophobic/Transphobia/Biphobia Equality;

Action	By	Timescale	Expected Outcomes
Continue to use RSE, PSHE and character education to reinforce school ethos of equality, tolerance and understanding of all people.	RSE and PSHE Leader, SLT	Termly	Ensure children continue to develop their levels of tolerance and understanding of all cultures and races.

Continue to monitor all Homophobic/Transphobia/Biphobia incidents and report any incidents to the governing body as necessary.	FS CoG	As required	Continued excellent levels of tolerance and understanding.
Continue to be aware of any pupils who wish to discuss, explore or change their sexual orientation. Any such discussions or outcomes to be approached with care, support and sensitivity and to ensure, if relevant, that any peers of the pupil are similarly sensitive and supportive.	All teaching staff, SLT.	As required	Ensure children continue to experience an environment where they are comfortable with their sexuality and peers are similarly supportive and tolerant of others.

3. Foster good relations across all characteristics - between people who share a protected characteristic and people who do not share it

As highlighted in the schedules above, and particularly within curriculum policies, our thorough work in promoting tolerance, respect and understanding of those people with disabilities, those with differing cultures etc. is effective in fostering good relationships.

Our work with neighbouring schools, multi-faith approaches, RSE, PSHE, RE and Character Education provides the pupils with experiences to help them develop these relationships.