



Equality Policy

Equality Information and Equality Objectives
for Beamish and Pelton Federation of Schools

Contents:

1. Introduction
2. Legal framework
3. Guiding principles
4. The curriculum
5. What we are doing to eliminate discrimination, harassment and victimisation
6. What we are doing to advance equality of opportunity between different groups
7. What we are doing to foster good relations
8. Behaviour, Exclusions and Attendance
9. Roles and Responsibilities
10. Equal opportunities for staff
11. Religious observance
12. Staff development and training
13. Breaches of the policy - Addressing prejudice and prejudice-related bullying
14. Monitoring and evaluation

Appendix 1 - Equality Information September 2023 & equality objectives

Appendix 2 – Checklist for school staff and governors

Appendix 3 – Statement for school websites

1. Introduction

Our Federation is inclusive and we are committed to equality. We aim for every pupil to fulfil their potential no matter what his/her background or personal circumstances. We focus on the well-being and progress of every child and we are committed to ensuring all members of our community are of equal worth.

We maintain the aim of embedding principles of fairness and equality across our entire curriculum, in assemblies and acts of collective worship, in break and lunchtimes, in pastoral support and in after school activities.

We must under the general duty of public sector equality duty, in the exercise of our functions, have due regard to the need to:

- ✓ Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited under the Act.
- ✓ Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it;
- ✓ Foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

This will apply to all pupils, staff and others using the facilities. We will give relevant and proportionate consideration to the public sector equality duty.

The protected characteristics for the Federation's provisions are:

- Disability
- Gender reassignment
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation
- Age (only applicable to staff, not pupils)
- Marriage and Civil Partnership (only applicable to staff, not pupils)

Age and marriage and civil partnership are NOT protected characteristics for the schools provisions for pupils.

We will have **due regard** to advancing equality of opportunity includes making serious consideration of the need to

- remove or minimise disadvantages suffered by persons who share a relevant protected characteristic that are connected to that characteristic;
- take steps to meet the needs of person who share a protected characteristics that are different from the needs of persons who do not share it;
- encourage persons who share a relevant protected characteristic to participate in public life or in any activity in which participation by such persons is disproportionately low.

We will take into account the six Brown principles of 'due regard'

- **awareness** – all staff know and understand what the law requires
- **timeliness** – implications considered before they are implemented
- **rigour** – open-minded and rigorous analysis, including parent/pupil voice
- **non-delegation** – the PSED cannot be delegated
- **continuous** – ongoing all academic year
- **record-keeping** –keep notes and records of decisions & meetings

We welcome the opportunity to be transparent and accountable. To this end we fulfil the specific duties of the Act by:

- ✓ publishing our equality information
- ✓ publishing our equality objectives

We aim to make the information accessible, easy to read and easy to find.

2. Legal framework

We welcome our duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age (as appropriate), disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. We welcome our duty under the Education and Inspections Act 2006 to promote community cohesion. We recognise these duties are essential to 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 and the Public Sector Equality Duties 2010.

3. Guiding principles

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

Principle 1: All learners are of equal value.

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 orientation
- whatever their economic or social background

Principle 2: We recognise, respect and value 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. We take account of differences and strive to remove barriers and disadvantages 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, so that the different needs and experiences of girls and boys, and women and men, are recognised.
- religion, belief or faith background
- sexual identity
- economic or social disadvantage.

We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit the Federation.

Principle 3: 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, good relations between disabled and non-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, homophobic and transphobic harassment.
- positive attitudes and understanding of those women pregnant or during maternity.

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.

Principle 4: We observe good equalities practice in staff recruitment, retention and development

We ensure that policies and procedures should benefit all employees and potential employees, in all aspects of their work, including 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.

Principle 5: 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, social and religious backgrounds
- girls and boys, women and men.

Principle 6: We consult and involve widely

We endeavour to engage with a range of groups and individuals to ensure that those who are affected by a policy or activity are consulted and involved in the design of new policies, and in the review of existing ones. We aim to consult and involve:

- disabled people as well as non-disabled
- people from a range of ethnic, cultural, social and religious backgrounds
- both women and men, and girls and boys.
- people in heterosexual and same sex relationships.

Principle 7: Society as a whole should benefit

We intend that our policies and activities should benefit society as a whole, both locally and nationally, by fostering greater social cohesion, and greater participation in public life of:

- disabled people as well as non-disabled
- people of a wide range of ethnic, cultural, social and religious backgrounds
- both women and men, girls and boys
- people in heterosexual and same sex relationships

Principle 8: We base our practices on sound evidence

We maintain and publish quantitative and qualitative information about our progress towards greater equality.

Principle 9: We have the highest expectations of all our children.

We expect that all pupils can make good progress and achieve to their highest potential.

Principle 10 : We work 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.

4. The curriculum

The Beamish and Pelton Federation aims to promote pupils' spiritual, moral, social, and cultural development, with special emphasis on promoting equality, diversity and eradicating prejudicial incidents for pupils and staff. Our Federation is committed to not only eliminating discrimination, but also increasing understanding and appreciation for diversity.

As part of our work to promote equality, we aim to ensure that within our educational provision children are offered opportunities to:

- Understand and celebrate diversity in all its forms;
- Learn about racial equality in a variety of curriculum areas (e.g. PHSCE, Science, RE, Art and English);
- Develop an understanding of global citizenship;
- Understand the power of language particularly relating to verbal abuse due to race, disability, sexual orientation or social standing;
- Develop an understanding of their rights, the rights of others, and their responsibilities to each other;
- Develop an understanding and appreciation of other religious beliefs and cultures;
- Recognise and challenge prejudice and discriminating attitudes and behaviour;
- Develop emotionally and intellectually with the personal qualities and attributes required to make a successful life in a diverse society.

The Beamish and Pelton Federation believes that a greater level of success from pupils and staff can be achieved by realising the uniqueness of individuals. Creating a prejudice-free 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 the benefits it can have.
- Adopting an inclusive attitude.
- Adopting an inclusive curriculum that is accessible to all.
- Encouraging compassion and open-mindedness.

We are committed to having a balanced 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 instead promotes inclusive attitudes. We will also respect the right of parents to withdraw their children from classes which pose conflicts to their own beliefs.

We keep each curriculum subject or area under review in order to ensure that teaching and learning reflect the ten guiding principles.

5.What we are doing to eliminate discrimination, harassment and victimisation

- We take account of equality issues in relation to admissions and exclusions; the way we provide education for our pupils and the way we provide access for pupils to facilities and services.
- We are aware of the Reasonable Adjustment duty for disabled pupils – designed to enhance access and participation to the level of non-disabled pupils and stop disabled children being placed at a disadvantage compared to their non-disabled peers.
- The Headteacher ensures that all appointment panels give due regard to this policy so that no one is discriminated against when it comes to employment, promotion or training opportunities.
- We actively promote equality and diversity through the curriculum and by creating an environment which champions respect for all.
- Our admissions arrangements are fair and transparent, and we do not discriminate against pupils by treating them less favourably on the grounds of their sex, race, disability, religion or belief, sexual orientation, gender reassignment, pregnancy or maternity.

6.What we are doing to advance equality of opportunity between different groups

- We know the needs of our school population very well and collect and analyse data in order to inform our planning and identify targets to achieve improvements. We take action to close any gaps, for example, for those making slow progress in acquiring age-appropriate literacy and number skills. We also ensure children from all groups are challenged to reach higher levels.
- We have procedures, working in partnership with parents and carers, to identify children who have a disability through our pupil admissions meetings and home visits.
- We collect, analyse and use data in relation to attendance and exclusions of different groups.
- We use a range of teaching strategies that ensures we meet the needs of all pupils.
- We are alert and proactive about the potentially damaging impact of negative language in matters such as race, gender, disability and sexuality.
- We ensure equality of access for all pupils to a broad and balanced curriculum, removing barriers to participation where necessary.
- Our schools have accessibility plans that are renewed every 3 years when a significant change has taken place.
- We will take positive and proportionate action to address the disadvantage faced by particular groups of pupils with particular protected characteristics, such as targeted support. The actions will be designed to meet the school's Equality Objectives.

7.What we are doing to foster good relations

- We prepare our pupils for life in a diverse society and ensure that there are activities across the curriculum that promotes the spiritual, moral, social and cultural development of our pupils.
- We teach about difference and diversity and the impact of stereotyping, prejudice and discrimination through PSHE and citizenship and across the curriculum.
- We use materials and resources that reflect the diversity of the school, population and local community in terms of race, gender, sexual identity, disability and avoiding stereotyping.
- We promote a whole school ethos and values that challenge prejudice based discriminatory language, attitudes and behaviour.
- We provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures.
- We include the contribution of different cultures to world history and that promote positive images of people.
- We provide opportunities for pupils to listen to a range of opinions and sympathise with different experiences.
- We promote positive messages about equality and diversity through displays, assemblies, visitors and whole school events.

In order to ensure that the work we are doing on equalities meets the needs of the whole school community we;

- Review relevant feedback from the annual parent questionnaire, parents' evening, parent-school forum and/or focus meetings or governors' parent-consultation meeting
- Secure and analyse responses from staff surveys, staff meetings and training events
- Review feedback and responses from the children and groups of children from the School Council.
- Ensure that we secure responses and feedback at Governing Body meetings.

8.Behaviour, Exclusions and Attendance

The school policies on Behaviour, Anti-Bullying and Attendance & Punctuality take full account of the new duties under the Equality Act. We make reasonable, appropriate and flexible adjustment for pupils with a

disability. We closely monitor data on exclusions and absence from school for evidence of over-representation of different groups and take action promptly to address concerns.

9.Roles and Responsibilities

The **governing body** is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and action plans are implemented.

The **headteacher** 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.

The **leadership team** is responsible for:

- day-to-day responsibility for co-ordinating implementation of the policy and for monitoring outcomes.
- coordinating equality work within staff teams
- dealing with reported incidents of racism or harassment and reporting these in detail to the Headteacher
- monitoring the progress of minority group children, including those on free school meals and from less economically affluent families
- allocating resources fairly and equitably, including recognising that some children may require more than others for an equal and fair chance to enjoy and achieve

All staff are expected to:

- promote an inclusive and collaborative ethos in their classroom
- challenge prejudice and discrimination
- deal fairly and professionally with any prejudice-related incidents that may occur
- plan and deliver curricula and lessons that reflect the school's principles, for example, in providing materials that give positive images in terms of race, gender and disability.
- maintain the highest expectations of success for all pupils
- support different groups of pupils in their class through differentiated planning and teaching, especially those who may (sometimes temporarily) find aspects of academic learning difficult
- support pupils in their class for whom English is an additional language
- keep up-to-date with equalities legislation relevant to their work.

All **visitors** to school, including parents and carers are expected to support our commitment to equalities and comply with the duties set out in this policy. We will provide guidance and information to enable them to do this. Information will be placed on the school website and on parent information boards.

10.Equal opportunities for staff

We are committed to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing and employment.

- All staff appointments and promotions are made on the basis of merit and ability and in compliance with the law.
- We are also concerned to ensure wherever possible that the staffing of the school reflects the diversity of our community.
- As an employer we strive to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce.
- We respect the religious beliefs and practice of all staff, pupils and parents, and comply with reasonable requests relating to religious observance and practice.

- We ensure that all staff, including support and administrative staff, receive appropriate training and opportunities for professional development, both as individuals and as groups or teams.

11. Religious observance

We respect the religious beliefs and practice of all staff, pupils and parents, and aim to comply with reasonable requests relating to religious observance and practice.

12. Staff development and training

We ensure that all staff receive appropriate training and opportunities for professional development around equalities.

13. Breaches of the policy - Addressing prejudice and prejudice-related bullying

The Beamish and Pelton Federation does not tolerate any form of prejudice-related incident. The federation is opposed to all forms of prejudice which stand in the way of fulfilling the legal duties.

- prejudices around disability and special educational needs
- prejudices around race, religion or beliefs
- prejudices around gender and sexual orientation

Whether direct or indirect, we treat discrimination against all members of our school with the utmost severity. When an incident is reported, through a thorough reporting procedure, our school is devoted to ensuring appropriate action is taken and a resolution is put into place which is both fair and firm.

We will consider every breach of the policy in the light of the particular circumstances and, if pupils are involved, take into account their age and the nature of the breach. We will call on support from the Local Authority, the Police or other agencies as appropriate.

We take seriously the importance of recording the numbers, types and seriousness of prejudice-related incidents at our school and how they are dealt with. We also investigate potential patterns and trends of incidents.

14. Monitoring and evaluation

We collect, study and use quantitative and qualitative data relating to the implementation of this policy, and make adjustments as appropriate. We collect, analyse and use data in relation to achievement, relevant and appropriate to the profile of the school.

Appendix 1 - Equality Information September 2023:

We maintain confidentiality and work to data protection principles. We publish information in a way so that no pupil or staff member can be identified.

Staff: **Pelton** **Beamish**

Age	50 employees aged between 19 -79 19 employees aged between 21 -63
Disability	0 staff – 0% of staff record a disability. 0 staff – 0% of staff record a disability. We ensure reasonable adjustments are made where possible.
Gender reassignment	We would support any staff member undergoing gender reassignment.
Marriage & civil partnerships	Figures change – we comply with our equality duty
Pregnancy and maternity	Figures change – we comply with our equality duty
'Race' / ethnicity	50 staff - 100% White-British 19 staff - 100% White-British
Sex – male/female	50 staff - 48 (96%) female 3 (4%) male 19 staff - 19 (100%) female
Sexual orientation	We support all staff members regardless of sexual orientation

Pupils

Age	n/a
Disability	19 record a disability 0 record a disability
SEN	25.38% at School Action or School Action + 35% at School Action or School Action +
EHC Plans	0.6% (2) with EHC Plans 3% (2) with EHC Plans
Gender reassignment	We would support any pupil undergoing gender reassignment or questioning their gender.
Pregnancy and maternity	We would comply with our equality duty and have planned to deliver education on site if and when required or offer a place at the Pregnant Schoolgirl Unit, DCC
'Race' / ethnicity	97% White-British 2% minority ethnic background, 1% prefer not to say 97% White-British 3% minority ethnic background
EAL	2 languages spoken. 0.6% of EAL pupils are in the initial stages of acquiring English. 2 languages spoken. 0% of EAL pupils are in the initial stages of acquiring English.

Religion and Belief / no belief	Pupils gave information – we comprise of Christian, Buddhist, Muslim, Jehovah’s Witness and no religion. Pupils gave information – we comprise of Christian, Church of England, Roman Catholic, Methodist and agnostic.
Sex – male/female	333 pupils - 46% (154) female 54% (179) male 81 pupils - 43% (35) female 57% (46) male
Sexual orientation	We support all pupil members regardless of sexual orientation
Pupil Premium	30% 54%
Vulnerable groups of pupils whose prior attainment may be different from that of other groups	2 looked after children 0 attending PRU 0 alternative provision 2 looked after children 0 attending PRU 0 alternative provision

Equality Objectives

Our equality objectives are:

1. To promote more visitors to the Federation from diverse backgrounds.
2. To celebrate the cultures of minority ethnic pupils.
3. To celebrate the beliefs of all religious groups in the Federation.
4. To arrange more educational visits to religious buildings associated with minority ethnic groups.
5. To consider building adjustments needed to accommodate the needs of disabled pupils/visitors.

We will update our equality objectives every four years and will publish progress on them annually in our equality information

We adopt a whole school approach to equality and consider it important for pupils to learn about equality and human rights. We adhere to the Equality and Human Rights Commission (EHCR) statement:

‘To reap the full benefits of equality and human rights education, it is essential to teach topics in an environment which respects the rights and differences of both students and teachers. Without an equality and human rights culture within the classroom and school as a whole, learning about these topics can at best appear irrelevant, and at worst, hypocritical. The respect and tolerance it teaches will help staff and students create a healthier, happier, fairer school culture, and could lead to reductions in bullying and other negative behaviour, and improvements in attainment and aspirations.

Though the Act refers to ‘race’, the use of ethnic/ cultural origin, background or heritage are more appropriate

Appendix 2 – Checklist for school staff and governors

- The school collects information on race, disability and gender with regards to both pupils and staff, e.g. pupil achievement, attendance, exclusions and staff training.
- This information is used to inform the policies, plans and strategies, lessons, additional support, training and activities the school provides.
- The school analyses pupil achievement in terms of progress and standards for different groups and takes action when trends or patterns indicate a need.
- The school sets Equality Objectives to improve outcomes for vulnerable pupils and monitors progress on reaching these objectives.
- Senior members of staff has responsibility for coordinating the implementation of the policy and monitoring outcomes.
- The curriculum includes opportunities for all pupils to understand and celebrate diversity and difference.
- All groups of pupils are encouraged to participate in school life and make a positive contribution, e.g. through class assemblies and the school council.
- The school monitors bullying and harassment of pupils in terms of difference and diversity (i.e. different groups) and takes action if there is a cause for concern.
- Visual displays and multi-media resources reflect the diversity of the school community.
- Minority ethnic, disabled and both male and female role models and those of vulnerable groups are promoted positively in lessons, displays, discussions and class assemblies.
- The school takes part in annual events such as Black History Month, Deaf Awareness Week, One World Week etc. to raise awareness of issues around race, disability and gender.
- Open evenings and other events which parents, carers and the community attend are held in an accessible part of the school and issues such as language barriers are considered.
- The accessibility needs of parents, pupils and staff are considered in the publishing and sending out of information.
- 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.

Appendix 3 – Statement for school websites

Our school is inclusive; we focus on the well-being and progress of every child and we are committed to ensuring all members of our community are of equal worth.

We believe that the Equality Act 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.

The Public Sector Equality Duty or “general duty”

This requires all public organisations, including schools to

- Eliminate unlawful discrimination, harassment and victimisation
- Advance equality of opportunity between different groups Foster good relations between different groups

We expect all members of the school community and visitors to support our commitment to promoting equalities and meeting the requirements of the Equality Act. We will provide training, guidance and information to enable them to do this.

What are we doing to eliminate discrimination, harassment and victimisation?

- We take account of equality issues in relation to admissions and exclusions; the way we provide education for our pupils and the way we provide access for pupils to facilities and services.
- We are aware of the Reasonable Adjustment duty for disabled pupils – designed to enhance access and participation to the level of non-disabled pupils and stop disabled children being placed at a disadvantage compared to their non-disabled peers.
- The Headteacher ensures that all appointment panels give due regard to this policy so that no one is discriminated against when it comes to employment, promotion or training opportunities.
- We actively promote equality and diversity through the curriculum and by creating an environment which champions respect for all.
- Our admissions arrangements are fair and transparent, and we do not discriminate against pupils by treating them less favourably on the grounds of their sex, race, disability, religion or belief, sexual orientation, gender reassignment, pregnancy or maternity
- We challenge all forms of prejudice and prejudice based bullying.

What are we doing to advance equality of opportunity between different groups?

- We know the needs of our school population very well and collect and analyse data in order to inform our planning and identify targets to achieve improvements. We take action to close any gaps, for example, for those making slow progress in acquiring age-appropriate literacy and number skills. We also ensure children from all groups are challenged to reach higher levels.
 - We have procedures, working in partnership with parents and carers, to identify children who have a disability through our pupil admissions meetings and home visits
- We also collect, analyse and use data in relation to attendance and exclusions of different groups.
- We use a range of teaching strategies that ensures we meet the needs of all pupils
- We are alert and proactive about the potentially damaging impact of negative language in matters such as race, gender, disability and sexuality
- We ensure equality of access for all pupils to a broad and balanced curriculum, removing barriers to participation where necessary.

- We are also implementing an Accessibility Plan

What are we doing to foster good relations?

- We prepare our pupils for life in a diverse society and ensure that there are activities across the curriculum that promotes the spiritual, moral, social and cultural development of our pupils.
- We teach about difference and diversity and the impact of stereotyping, prejudice and discrimination through PSHE and citizenship and across the curriculum.
- We use materials and resources that reflect the diversity of the school, population and local community in terms of race, gender, sexual identity and disability, avoiding stereotyping. We include the contribution of different cultures to world history and that promote positive images of people.
- We promote a whole school ethos and values that challenge prejudice based discriminatory language, attitudes and behaviour.
- We provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures.
- We provide opportunities for pupils to listen to a range of opinions and empathise with different experiences.
- We promote positive messages about equality and diversity through displays, assemblies, visitors, whole school events e.g. Black History Month

Please refer to the equalities policy for full details of our approach to promoting equality.