



EARL STERNDALE CE PRIMARY SCHOOL
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Earl Sterndale CE Primary School

Equality Information and Objectives (Public Sector Equality Duty) Statement for Publication

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Public Sector Equality Duty (PSED) requires public bodies to have due regard to the need to:

- Eliminate unlawful discrimination, harassment and victimisation and 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 people who do not.

We welcome our duties under the Equality Act 2010. Our core values are being resilient, positive and supportive; we are committed to these values being ‘lived not laminated’ in our community. This means we will unconditionally support every member of our community, including those protected under the Equality Act. This includes:

- Eliminating discrimination through actively challenging and acting upon prejudice.
- 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. 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. Prejudice related incidents will be taken seriously. They will be recorded on CPOMS (schools monitoring and record keeping software), reported to the local authority if appropriate, and analysed to help school identify training needs or curriculum amendments. We will be both proactive and dynamic in responding to these needs. Sanctions may also be appropriate in line with our behaviour policy and anti-bullying policy.

Our pupils are taught to be:

- Understanding of others.
- Celebratory of diversity.
- Eager to reach their full potential.
- Inclusive. Inclusive behaviour includes working collaboratively with any child, accepting their differences and supporting them when appropriate.
- Aware of what constitutes discriminatory behaviour.
- Curious and ask questions respectfully in order to pursue knowledge and eradicate ignorance.

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 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.

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

- Planning activities for key diversity awareness days.

- Planning activities for important days and celebrations from different cultures and religions.
- Intentionally incorporating aspects of the 9 protected characteristics throughout the curriculum, including the texts chosen to read and the role models represented.
- 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

We will not positively discriminate in order to increase diversity and representation. Positive discrimination is the unlawful process of favouring prospective or existing employees from a protected characteristic group. This can often arise where a job applicant or employee is given preferential treatment because they possess a protected characteristic, or is recruited or promoted specifically because of that characteristic, regardless of individual merit. We will continue to strive to ensure we have a diverse work place, with a wealth diversity including experience, culture, gender, age, sexual orientation, race, religion, disability and gender reassignment because we recognise that diversity is good for all of us. We will take positive action to appeal to talented minority group applicants, therefore providing the best chance to increase diversity.

Equality Objectives

Objective 1: To increase awareness and understanding of other ethnicities, cultures, beliefs and religions. This is achieved through our agreed diversity drivers (exposure, celebration and dynamic) by:

- Visits to places of worship and religious significance.
- Spiral RE curriculum focussed on shared dispositions; learning from religion and about religion.
- Acknowledgement of significant celebrations and festivals throughout the year
- Multicultural celebration events at school.

- Recognition of national awareness events such as Black History Month.
- Working with the community through a diversity committee to find further ways to promote diversity.
- Map the curriculum to identify opportunities where diversity of ethnicity can be interleaved, including positive role models from ethnic minorities.
- Identify community role models to speak with children and staff in assemblies and smaller groups. - Respond dynamically to the needs of cohorts in line with the school's behaviour policy to address ignorance and misconceptions head on. E.g. current affairs, cultural issues in the media or sport.

Objective 2: To ensure pupils with SEND and children with EHCPs are given the opportunities to succeed in the wider curriculum, including Art, Science, History, Geography, DT, Computing, RE, PSHE, PE, MFL and Music. This is achieved through our agreed diversity drivers (exposure, celebration and dynamic) by:

- Tracking teacher assessments in foundation subjects termly
- Analysing pupil tracking in foundation subjects termly, identifying key lines of enquiry which will feed into their action planning and support.
- Making reasonable adjustments to the curriculum delivery to ensure children with SEND and children with EHCPs can access the curriculum at the appropriate level.
- Implementing differentiated knowledge organisers to aid retention practice, enabling all pupils to know more and remember more.

- Promoting metacognition through staff training, enabling staff to utilise research evidenced strategies which support children with SEND.
- Celebrating neurodiversity and hidden disabilities through assemblies and celebration events.
- Increasing exposure of visible and hidden disabilities through carefully selected visitors to school. - Respond dynamically to the needs of cohorts in line with the school's behaviour policy to address ignorance and misconceptions head on. E.g. current affairs, cultural issues in the media or sport.

Objective 3: To ensure children are aware, accepting and supportive of minority groups including those with disabilities and the LGBTQ+ community. This is achieved through our agreed diversity drivers (exposure, celebration and dynamic) by:

- Working with the community through a diversity committee to find further ways to promote diversity.
- Mapping the curriculum to identify opportunities where diversity of gender and sexual orientation can be interleaved, including positive role models.
- Promoting the school value of support, learning from and with members of the LGBTQ+ community, allowing pupils to ask questions to dispel ignorance.
- Taking part in Pride Month, raising awareness of different gender identification, orientation and different families.
- Mapping the curriculum to identify opportunities where disability can be interleaved, including positive role models.

- Giving children the opportunity to ask questions and have conversations with people who have a disability to encourage empathy and understanding.
- Responding dynamically to the needs of cohorts in line with the school's behaviour policy to address ignorance and misconceptions head on. E.g. current affairs, cultural issues in the media or sport.

The school will regularly review the steps being taken and the progress made towards the achievement of these objectives and, in line with the specific duties of the Public Sector Equality Duty. Prejudice is not tolerated and we are continuously working towards a more accepting and respectful environment for our school community.

Tolerance and acceptance are often overused words that do not go far enough. At Earl Sterndale School, we will be proactive about addressing ignorance, dynamic in responding to educational and welfare needs of our community, powerfully challenge inequality and injustice and do all we can to ensure our community is as inclusive as possible. With the help of our community, co-constructing our approach, we are sure we can achieve this.