

HURST GREEN PRIMARY SCHOOL



Equality Policy

Policy for the attention of			
Audience	Key Audience	Optional Audience	Additional/Notes
Senior Leadership Team	✓		
Teachers	✓		
Teaching Assistants	✓		
Administrative Staff	✓		
Lunchtime Supervisors	✓		
Site Manager	✓		
Cleaners	✓		
Governors	✓		
Parents	✓		
Website	✓		
Local Authority	✓		

Responsibility of	School Improvement Committee
Review frequency	Every four years
Previous versions agreed	28 November 2016
This version agreed	22 March 2021 (Full Governors)
Next review date	Autumn 2024

Introduction

The Public Sector Equality Duty requires our school to publish information about Equalities.

The Equality Act 2010 clearly states that the following groups must be taken into account. People identified in the following groups are considered to have a protected characteristic.

Protected Characteristics

- Age
- Disability
- Gender
- Race (ethnicity)
- Pregnancy and Maternity
- Religion and Belief
- Sexual Orientation
- Transgender
- Marriage and Civil Partnership

Published Information

The information we publish must be linked to the 3 aims (General Duties) of the Public Sector Equality Duty.

Why we have developed this Equality Policy

This Equality Policy for Hurst Green Primary School brings together all previous policies, schemes and action plans around equality including those that we had previously for Race, Gender and Disability. It includes all the protected characteristics covered under the Equality Act 2010 as well as other aspects which have the potential to discriminate against or to devalue any individuals within our community. We are further committed to the development of cohesive communities both within our school's physical boundaries and within our local, national and global environments. Our Equality Policy is inclusive of our whole school community – pupils, staff, parents/carers, visitors and partner agencies.

General Duties

The 3 aims of the Public Sector Equality Duty are to:

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

Specific Duties

The 2 specific duties of the Public Sector Equality Duty are intended to help schools meet the general duties. They are to:

1. Publish Information
2. Set Equality Objectives

Our vision statement about Equality

Hurst Green Primary School seeks to foster warm, welcoming and respectful environments, which allow us to question and challenge discrimination and inequality, resolve conflicts peacefully and work and learn free from harassment and violence.

We recognise that there are similarities and differences between individuals and groups but we will strive to ensure that our differences do not become barriers to participation, access and learning and to create inclusive processes and practices, where the varying needs of individuals and groups are identified and met. We therefore cannot achieve equality for all by treating everyone the same.

We will build on our similarities and seek enrichment from our differences and so promote understanding and learning between and towards others to create cohesive communities.

Our Approach and Way of Working

We analyse information e.g. surveys, reviews and through pupil data to use the information to improve outcomes for all groups in the School. We make sure we know which pupils are doing well and those who need support. This is presented in the Strategic Leaders Action Plan (SLAP plan) and school improvement priorities.

We seek to embed equality of access, opportunity and outcome for all members of our school community, within all aspects of school life.

We actively seek out opportunities to embrace the following key concepts:

- Shared Humanity. Identifying commonality and shared values, aspirations and needs underpins our approach to equality. We value our fundamental similarities and universality;
- Valuing difference and diversity. We appreciate the richness within our differences and look for ways of celebrating and understanding them better;
- Interdependence, interaction and influence. We recognise that, as they evolve, distinct cultures, beliefs and lifestyles will impact on and inform each other;
- Social cohesion within our school and within our local community;
- Excellence. We aim to inspire and recognise high personal and collective achievement throughout our community, the UK and the wider world. Excellence is to be found everywhere;
- Personal and cultural identity. We will provide opportunities to explore and value the complexity of our personal and cultural identities;
- Fairness and social justice. We will develop our understanding of the inequality that exists in society and explore ways of individually and collectively promoting a more equitable society.

Statement & Principles

We believe that equality at our school should permeate all aspects of school life and is the responsibility of every member of the school and wider community. Every member of the school community should feel safe, secure, valued and of equal worth. At Hurst Green Primary School, equality is a key principle for treating all people the same irrespective of their gender, ethnicity, disability, religious beliefs/faith tradition, sexual orientation, age or any other of the protected characteristics (Single Equalities Act 2010).

Monitoring and Review

The staff member responsible for co-ordinating the monitoring and evaluation is the Headteacher. They will be responsible for:

- Providing updates on equalities legislation and the School's responsibilities in this regard;
- Working closely with the Governing Body to ensure the School fulfils legal requirements;
- Supporting positively the evaluation activities that monitor the impact and success of the policy on pupils from different groups, e.g. SEN, Looked after Children, ethnic groups, EAL and pupil premium pupils in the following recommended areas:
 - Pupils' progress and attainment;
 - Learning and Teaching;
 - Behaviour discipline and exclusions;
 - Attendance;
 - Admissions;
 - Incidents of prejudice related bullying and all forms of bullying;
 - Parental involvement;
 - Participation in extra-curricular and extended school activities;
 - Staff recruitment and retention
 - Visits and visitors

Policy Commitments

Promoting Equality: Curriculum

We aim to provide all our pupils with the opportunity to succeed. To achieve this we will ensure:

- Curriculum planning reflects a commitment to equality;
- The curriculum prepares pupils for life in a diverse society and uses opportunities to reflect the background and experience of pupils and families in the School;
- There will be opportunities in the curriculum to explore concepts and issues related to identity and equality;
- The promotion of attitudes and values that celebrate and respect diversity and challenge discriminatory behaviour and language wherever it occurs;
- The use of images and materials which positively reflect a range of cultures, identities and lifestyles.

Promoting Equality: Achievement

There is a consistently high expectation of all pupils.

To secure the best possible outcomes we recognise that:

- Adults in the School will be expected to provide good, positive role models in their approach to all issues relating to equality of opportunity;

- It is important to identify the particular needs of individuals and groups within the School and to use targeted interventions to diminish the difference in achievement;
- A range of teaching methods is used throughout the School to ensure that effective learning takes place at all stages for all pupils;
- All pupils are actively encouraged to engage fully in their own learning.

Promoting Equality: The ethos and culture of the School

- At Hurst Green Primary School, we are aware that those involved in the leadership of the School community are instrumental in demonstrating mutual respect between all members of the School community;
- We strive to achieve a feeling of openness and tolerance which welcomes everyone to the School;
- The children are encouraged to greet visitors with friendliness and respect;
- The displays around the School reflect diversity across all aspects of equality;
- Reasonable adjustments will be made to ensure access for pupils, staff and visitors (including parents) with disabilities (this not only includes physical access, but takes account wider access to school information and activities);
- Provision is made to cater for the spiritual, moral, social and cultural needs of all children through planning of assemblies, classroom based and off-site activities;
- Pupils' views are actively encouraged and respected. Pupils are given an effective voice for example, through leadership opportunities, the School Council, sports and digital leaders, pupil discussion and surveys and there are regular opportunities to engage with pupils about their learning and the life of the School;
- Positive role models are used throughout the School to ensure that different groups of pupils feel welcomed and included.

Promoting Equality: Staff Recruitment and Professional Development

- All posts are advertised formally and open to the widest pool of applicants;
- Key Staff involved in recruitment and selection are trained and aware of what they should do avoid discrimination to ensure equality of opportunity.
- Steps are taken to encourage people from under-represented groups to apply for positions at all levels of the School;
- Access to opportunities for professional development is monitored on equality grounds;
- Equalities policy and practice is covered in all staff inductions;
- Employment policy and procedures are reviewed regularly to check conformity with legislation

Promoting Equality: Countering and Challenging Harassment and Bullying

- The School counters and challenges all types of discriminatory behaviour and this is made clear to staff, pupils, parents and governors;
- The School has a clear, agreed procedure for dealing with prejudice related bullying incidents and has a nominated member of staff responsible for recording and monitoring incidents;
- The School reports to Governors on a termly basis the number of prejudice related incidents recorded in the School.

Promoting Equality: Partnerships with Parents/Carers and the Wider Community

Hurst Green Primary School aims to work in partnership with parents/carers. We:

- Take action to ensure all parents/carers are encouraged to participate in the life of the School;
- Maintain good channels of communication, e.g. through ParentMail, newsletters and annual surveys;
- Encourage members of the local community to join in school activities and celebrations;
- Ensure that the parents/carers of newly arrived pupils are made to feel welcome.

Responsibility for the Policy

In our school, all members of the School community have a responsibility for promoting equalities.

Our **Governing Body** will:

- designate a Committee to have responsibility for the Equality Policy;
- ensure that the objectives arising from the policy are part acted upon;
- support the Headteacher in implementing any actions necessary;
- engage with parents and partner agencies about the policy;
- evaluate and review the Policy and the objectives every 4 years.

Our **Headteacher** will:

- ensure that staff, parents/carers, pupils and visitors and contractors are informed as appropriate about the Equality Policy;
- oversee the effective implementation of the Policy;
- ensure staff have access to training which helps to implement the Policy;
- develop partnerships with external agencies regarding the policy so that the School's actions are in line with the best advice available;
- monitor the Policy and report to the Governing Body at least annually on the effectiveness of the policy and the objectives;
- ensure that the Senior Leadership Team is kept up to date with any development affecting the policy or actions arising from it.

Our **Senior Leadership Team** will:

- have responsibility for supporting other staff in implementing this Policy;
- provide a lead in the dissemination of information relating to the Policy;
- with the Headteacher, provide advice/support in dealing with any incidents/issues.

Our **pupils** will:

- be involved in the further development of the Policy and will understand how it relates to them, appropriate to age and ability;
- be expected to act in accordance with the Policy;
- encouraged to actively support the Policy.

Our **parents/carers** will:

- be given accessible opportunities to become involved in the further development of the Policy;
- have access to the Policy through a range of different media appropriate to their requirements;
- be encouraged to actively support the Policy;
- be encouraged to attend any relevant meetings and activities related to the Policy;
- be informed of any incident related to this Policy which could directly affect their child.

Our school **staff** will:

- be involved in the further development of the Policy;
- be fully aware of the Equality Policy and how it relates to them;
- understand that this is a whole school issue and support the Equality Policy;
- make known any queries or training requirements.

Volunteers will:

- be invited to contribute to the further development of the Policy;
- be encouraged to support the Policy;
- be encouraged to attend any relevant meetings and activities related to the Policy.

Measuring the Impact of this Policy

The Equalities Policy and all other relevant policies will be evaluated and monitored for their equality impact on pupils, staff, parents and carers from the different groups that make up our school. The main findings from equality impact assessments will be published for the School community.