

Hoylandswaine Primary School

Equality Policy

1. Why we have developed this Equality Policy

This Equality Policy for Hoylandswaine 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 that 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 school embraces the aim of working together with others to improve children's educational and wellbeing outcomes, and notes the rights set out in the UN Convention on the Rights of the Child.

Our Equality Policy is inclusive of our whole school community – pupils, staff, parents/carers and visitors who we have engaged with and who have been actively involved in and contributed to its development.

The purpose of this policy is to set out how our practice and policies have due regard to the need to:

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

It explains how we aim to listen to and involve pupils, staff, parents and the community in achieving better outcomes for our children.

2. Our school within the wider context

The national demographic presents an ever-changing picture in terms of age, ethnicity, disability and social deprivation. However, within the locality of Hoylandswaine, there is a very different picture. The community is largely white British and very stable with no deprivation. There are very few children with special needs although there are children with medical needs. The school is also attended by several children from Jehovah's Witness families. Gender equality is high within our school data picture as boys do equally as well as girls in terms of progress and attainment.

Teachers and support staff are largely female with few male role models. However, these are prevalent within the community. The staff ethnicity is wholly white British.

3. Overall aims of our Equality Policy

- To eliminate discrimination, harassment and victimisation
- To promote equality of access and opportunity within our school and within our wider community
- To promote positive attitudes to difference and good relationships between people with different backgrounds, genders, sexual orientation, cultures, faiths, abilities and ethnic origins
- To ensure that equality and inclusive practice are embedded across all aspects of school life

Issues relating to adults within the school community are embraced under these themes and reflected in the action plan.

4. **Our approach**

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
- **Valuing difference and diversity** - We appreciate the richness in differences within our world 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 the wider 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

These key concepts underpin our school vision and mission statement.

5. **Our vision statement about Equality**

The 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 both, to a limited extent within school and to a greater extent within the wider world. We teach the children that equality cannot be achieved 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.

6. **Our duties**

We recognise and accept our equality duties as set out in the Equality Act 2010 and seek to involve the whole school community in the process in order to ensure better outcomes for all. We positively foster good relations between pupils and the wider community.

We will ensure we identify opportunities for promoting our vision, the key concepts and our duties on equality legislation across all aspects of school life, including the provision of extended services.

These opportunities are likely to include all or some of the following, where necessary.

- The engagement, participation and involvement of all children, young people, their parents and partner agencies
- Preparation for entry to the school
- School policies
- Breaks and lunchtimes
- The provision of school meals
- Interaction with peers

- Opportunities for assessment and accreditation
- Exam arrangements
- Behaviour management approach and sanctions
- Exclusion procedures
- School clubs, activities and school trips
- The school's arrangements for working with other agencies
- Preparation of pupils for the next phase of education
- Learning and teaching and the planned curriculum
- Classroom organisation
- Timetabling
- Grouping of pupils
- Homework
- Access to school facilities
- Activities to enrich the curriculum
- School sports
- Employees' and staff welfare

7. The roles and responsibilities within our school community

Our Headteacher will:

- Ensure that staff, parents/carers and pupils/students are engaged in the development of and informed about the Equality Policy
- Oversee the effective implementation of the policy
- Ensure staff have access to training where necessary 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 publish this information
- Ensure that the Senior Leadership team is kept up to date with any development affecting the policy or actions arising from it

Our governing body will:

- Designate a governor with specific responsibility for the Equality Policy
- Support the headteacher in implementing any actions necessary
- Engage with parents and partner agencies about the policy
- Evaluate and review the policy annually and the objectives every 4 years

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
- Assist in implementing reviews of this policy

Our pupils will be:

- Involved in the development of the policy and will understand how it relates to them, appropriate to age and ability
- Expected to act in accordance with the policy
- Encouraged to actively support the policy

Our parents/carers will:

- Be given accessible opportunities to be consulted in the 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 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

8. How we developed our Policy - Participation and Involvement

The development of this policy involved the whole of our school community. We consulted and listened to what they have to say taking account of all perspectives and views.

Our pupils/students contribute through:

- School council representatives from each class
- Class councils with views related to their school councillor
- The PSHE curriculum
- The gathering of views through focussed discussion with governors and SLT

Our staff

- All staff are consulted on the development of the policy
- Consultation is through discussion and written formats

Our school governors

- A governor represents the full governing body in the creation of the policy
- All governors are consulted at the draft policy stage
- Governors evaluate all new and revised school policies for impact on equality and diversity

Parents/carers

- Parents/carers are consulted at the draft policy stage
- Parents have the opportunity to have input into the policy
- The policy is available through a variety of media including our website to allow access for all

Minority, marginalised and potentially vulnerable groups

- Although there are no vulnerable groups in school at present, we are constantly vigilant in order to identify any future groups who may be disadvantaged in any way

On-going:

- School communication systems exist that are accessible by the whole school community; these will be used to keep the dialogue open
- Future reviews will consult the whole school community

9. How we developed our policy - Using information

We have used data and other information about our school as a common sense measure to determine the effects of a policy, practice or project on different groups. This helps us to ensure that there is no unlawful discrimination against certain individuals or groups and that the positive duties are promoted. This helps to ensure we meet the needs of our pupils/students and staff and that diversity, equality and inclusion run through all areas of school life.

We know our school well because we regularly collect information about ourselves in a variety of ways and other people help us to do this.

OFSTED inspectors visit us regularly and report on equality issues during our inspection. We collect a range of information relating to incidents of harassment and bullying including those relating to racism, homophobia, faith, disability and gender.

We also value information that may be given to us through pupil/learner voice mechanisms, less formally or even anonymously.

The Local Authority provides us with a range of services that support the equality agenda and helps us to identify our strengths and those areas requiring action.

We have established good links with our local and our wider community. We welcome them into our school. By listening to those within our community, we are able to identify new areas of work, improve existing approaches and focus our energy where it is required.

10. Our Staff

We comply fully with legislation that protects our staff (including teachers, teaching assistants, lunchtime supervisors and student teachers) from discrimination based on the protected characteristics. With regard to disability, we will make such reasonable adjustments as are necessary to prevent a disabled person being at a substantial disadvantage in comparison with people who are not disabled.

This includes discrimination in relation to recruitment, terms and conditions, promotions, transfers, dismissals, training and employment practices (such as dress codes) and disciplinary procedures. We make efforts to ensure that the diversity of our workforce reflects that of our local community and wider society. In accordance with the Equality Act we do not enquire about the health of an applicant until a job offer has been made¹ or require job applicants to complete a generic 'all encompassing' health questionnaire as part of the application procedure.

We will ensure the safety and well being of our staff and take seriously and act on incidents of harassment and discrimination recognising that our staff may be either victims or perpetrators.

We interpret our duties positively; take the necessary actions to remove barriers to inclusion and work hard to ensure a safe, positive and inclusive environment.

Our staff team have undertaken training to help them understand their equality duties/and or the differing needs of protected groups within our school community.

We have mechanisms in place to identify areas for development.

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Unless the questions are specifically related to an intrinsic function of the work - for example ensuring that applicants for a PE teaching post have the physical capability to carry out the duties.

11. Responding to hate or prejudice-based incidents and bullying

We recognise that hate incidents or prejudice-based bullying or behaviour is driven by negative assumptions, stereotypes or misinformation. These are then directed against an individual or group, based on difference (real or perceived), and linked to, for example, racism, homophobia, and negative views of disabled people or sexism. We will take action to prevent, challenge and eliminate any such behaviour.

We recognise that we as individuals and society often struggle with difference of any kind (perceived or actual), which can result in seizing upon the most visible sign of difference e.g. skin colour or disability.

Through our school ethos and curriculum, we want our pupils to understand better the diversity that exists in society. We want to provide opportunities for them to explore the subtleties and complexities in order to prevent and respond to incidents and situations. We will address the experience, understanding and needs of the victim, the perpetrator, bystanders and the wider school community through our actions and responses.

We will record all hate incidents and prejudice-based bullying. We will use this information to identify trends and patterns, so that we have approaches in place to provide appropriate responses in terms of support for victims and their families, sanctions and support for perpetrators and their families and education for our children, young people and communities.

12. Implementation, monitoring and reviewing

This policy was published in June 2014. It will be actively promoted and disseminated.

Implementation, monitoring and review are the responsibility of our Senior Leadership Team and our governors who have agreed and published this policy that sets out our priorities and supports these with specific and measurable objectives.

We will report annually on the policy and analyse whether our policy and related objectives have furthered the aims of the general equality duty and in particular educational outcomes for all within our school community with reference to the protected groups.

13. Equality Objectives

Using the views of pupils, parents, staff and community and analysis of the information as outlined above we have set ourselves specific and measurable objectives that will help us achieve the aims of the general equality duty. These will be reviewed and published every 4 years. See Section 3.

EQUALITY OBJECTIVES: 2014 - 2018

Link to Public Sector Equality Duty	Protected characteristic	Aim:	Objective:	Target group(s): e.g. whole school, girls, boys, SEN, staff etc	Action:	Who's responsible?	Dates from and to:	Milestone/progress
All aims of duty	Gender	To increase pupil awareness of the differing make up of families in the local and wider area	For pupils to understand that families comprise of a number of different gender combinations	All pupils	Review of SRE scheme of work to identify areas of learning at appropriate ages. Purchase of resources that show the differing make up of families in society.	JO	Jan 14 – July 15	Sept 15: The SRE scheme has been fully implemented and resources suitable for use across school were purchased and are now in use.
All aims of duty	All protected characteristics	To increase pupil understanding of the diversity of the world in which they exist	For pupils to be aware and accepting of the differences from themselves that they will encounter in the wider world	All pupils	Audit opportunities in the new curriculum to teach about diversity. Highlight teaching objectives and content to be delivered as needed including finding opportunities to bring minority groups into school.	LC	Feb 14 – July 16	Sept 15: The new curriculum has been adapted specifically to provide opportunities to teach diversity.
All aims of duty	Gender	To ensure children are not limited in their aspirations by their gender	For all pupils to have open minds as to their destinations in their future	All pupils	Audit opportunities in the new curriculum to challenge perceptions and stereotypes. Seek active role models in occupations in the wider world. Audit resources and purchase ones that promote positive role models.	LC	July 14 – July 17	Sept 15: The children have been exposed to a range of role models so far through the curriculum, education visits, visitors and extra-curricular activities.

Appendix A: Key legislation

1. Equality Act 2010 (Revised October 2012)

This Act Harmonises and streamlines existing equality legislation into one Single Act and protects pupils from discrimination and harassment based on 'protected characteristics':

- Disability
- Gender assignment
- Pregnancy and maternity
- Race
- Religion or belief
- Sex/gender
- Sexual orientation

This relates to:

- Prospective pupils
- Pupils at the school

The Act also contains positive action provisions that enable schools to take proportionate action to address disadvantage faced by particular pupils. Such action could include targeted provision, resources or putting in place additional or bespoke provision to benefit a particular disadvantaged pupil group.

2. The Public Sector Equality Duty commenced in April 2011.

Accessibility planning

- Information regarding accessibility can be found in the school's Accessibility Plan

3. Community Cohesion – Education and Inspection Act 2006

General duty

- To promote community cohesion

Specific duties

- Teaching, learning and curriculum – helping children to learn to understand others, to value diversity while also promoting shared values
- Equity and excellence – to ensure equal opportunities for all to succeed at the highest possible level
- Engagement and extended services – to provide reasonable means for children, young people, their friends and families to interact with people from different backgrounds and build positive relations with different schools and communities locally, regionally, nationally and internationally.

Appendix B: Equality Impact Assessments (EQIA)

What is an Equality Impact Assessment?

An EQIA is a considered way of analysing the effect of a policy, practice or project on protected groups equally or whether it potentially may have a disproportionate effect on one or more particular groups.

EQIAs should help us ensure we are not unlawfully discriminating against certain individuals or groups and that we are promoting our positive duties on equality. It is a way to ensure we are meeting the diverse needs of all our pupils and staff.

EQIAs should help ensure that diversity, equality and inclusion run through all areas of school life.

This does not mean undertaking EQIAs for all policies and practices as of now. It is a process of thinking that can be included in the review of policies as part of the policy review cycle. EQIAs can also be considered for all new policies and specific projects, e.g. use of the school playground.

It is not about more paperwork. It is a common sense approach to thinking about what effect policies and actions will have on race, disability, sex and other protected groups.

The effect could be positive, neutral or negative.

If the effect on different groups is not justifiable, what solutions can we come up with to overcome this situation?

Key questions:

- What are the aims of the policy, practice or project?
- What are the specific outcomes you hope to see?
- Who are the intended beneficiaries of this policy or practice (e.g. all staff)?
- Can you identify any potential adverse or negative effects/impacts in the implementation of this policy, practice or project for certain individuals or groups – on the basis of their ethnic origin, cultural background, faith, disability, SEN, sex, sexual orientation, age, and other criteria (for example EAL, asylum seekers)?
- Identify whom and how
- Are there any positive effects/impacts? On whom and how?
- What evidence do you have to inform your thinking? This can include data, e.g. attainment data.

If we think there may be a negative effect or impact on certain individuals or groups we will draw together relevant, reliable data and information by involving the children, young people, staff and members of the community who may be affected by our policy, practice or project who will provide the best opportunity of identifying impact, exploring solutions and supporting implementation.