Hartshorne CE Primary School
Equality Policy

Why we have developed this Equality Policy

This Equality Policy for Hartshorne CE Primary School 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 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.

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 pupils, staff, parents and the community in achieving better outcomes for our children and young people.

Our school within the wider context

The national demographic presents an ever-changing picture in terms of age, ethnicity, disability and social deprivation. Data shows:

- 96% of the school population ascribe themselves as White British.
- 4% of the school are non-white.
- The home language is English in 100% of homes.
- 18% of the school are eligible for free school meals.
- 50% of students are female and 50% are male.

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, cultures, faiths, abilities and ethnic origins.

To ensure that equality and inclusive practice are embedded across all aspects of school life the Equality Policy refers to the UN Convention on the Rights of the Child, which includes recognition of a range of educational, wellbeing, and material outcomes.

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 underpin 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.

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

Our vision statement about Equality

Hartshorne CE Primary School & Governor Run Nursery 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 duties

We recognise and accept our equality duties as set out in the Equality Act 2010 and have sought to involve the whole school community in the process in order to ensure better outcomes for all.

They are also guided by the United Nations Convention on the Rights of the Child.

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, dependent on our current priorities.

- learning and teaching and the planned curriculum
- the engagement, participation and involvement of a broad and diverse range of 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
classroom organisation
timetabling
grouping of pupils
homework
access to school facilities
activities to enrich the curriculum
school sports
employees' and staff welfare.

The roles and responsibilities within our school community

Our Headteacher will:

- ensure that staff, parents/carers and pupils/students are informed 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 on the effectiveness of the policy

ensure that the senior leadership team (SLT) is kept up to date with any development affecting the policy or actions arising from it.

Our governing body will:

our designated governor is Mrs Sarah Withnall who has specific responsibility for the Equality Policy

ensure that any action plans are monitored through a relevant sub-committee

support the headteacher in implementing any actions necessary

engage with parents and partner agencies about the policy

evaluate and review the policy.

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/students will:

understand how the policy relates to them, appropriate to age and ability

be expected to act in accordance with the policy.

Our parents/carers will:

- 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 on-going 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.

Our Staff

We comply fully with legislation which protects our staff (including teachers, teaching assistants, supervisors and student teachers) from discrimination based on the protected characteristics. With regard to disability, we 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 made 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.

There are some specific exceptions to the religion or belief provisions of the Equality Act for employment by schools designated as having a religious character. See Department of Education website for further guidance on this:

http://www.education.gov.uk/aboutdfe/policiesandprocedures/equalityanddiversity/a0064570/the-equality-act-2010

We interpret our duties positively and take the necessary actions to remove barriers to inclusion and work hard to ensure a safe, positive and inclusive environment. An example of this would be that we have made substantial modification of the school building in order to provide for profoundly visually and hearing impaired students.

Responding to hate or prejudice-based incidents and bullying

We recognise that hate incidents or prejudice -based bullying 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, 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/students 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.

We expect students and staff alike to take an active stand against all forms of discrimination and always to report it:

To any teacher
To the form tutor
To a member of the senior leadership team
To a line manager
To a school prefect

All incidents of a racial nature are logged and dealt with as they occur and reported to the LA. Regular monitoring of bullying takes place and our school bullying policy was last reviewed in September 2021

We recognise that nationally; the achievement of boys is falling behind that of girls. We are committed to seeing all individuals and groups of pupils making the best progress possible in our school.

We have put in place a number of measures to raise the achievement of the boys. These include: removing gender bias from our resources; making sure that our displays reflect boys and men as effective learners and achievers; encouraging boys to read fiction.

We realise that although gender is one of the key factors affecting educational performance, it affects different sub-groups of boys and girls in different ways. Social class, ethnic origin and local context are all strongly linked to performance. We also seek to ensure that policies designed to improve the boys' attainment do not do so at the expense of achievement by the girls.

Implementation, monitoring and reviewing

This policy was published on 15 September 2021. It will be actively promoted and disseminated throughout the school community.

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

Date approved by the Governing Board March 2022

Date to be reviewed by the Governing Board Sept 2022