



EQUALITY & DIVERSITY POLICY

INC EQUALITY STATEMENT & OBJECTIVES



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To be read in conjunction with the school SEND information report and Accessibility Policy.

Introduction

This policy reflects the legal duties set out in the Equality Act 2010 and non-statutory guidance set out by the Government.

Main aims of the Act with which the School and Nursery comply:

- To eliminate discrimination, harassment and victimization.
- Advance equality of opportunity between people with/without 'protected characteristics.' (See list further on in this policy).
- Foster good relations between people with/without those characteristics.

Equality

Equality is defined as ensuring everybody is treated equably and is not treated differently or discriminated against because of their characteristics.

Diversity

Diversity means taking account of the differences between individuals and groups of people, ensuring that they are viewed positively because of these differences and making adjustments as necessary to reflect them.

Aims to promote equality of opportunity:

The School and Nursery (Setting) enables all pupils to take part as fully as possible in every part of school life by developing each child's self-confidence, recognising their strengths and encouraging them to achieve their potential.

The setting takes steps to advance equality of opportunity, foster good relations and eliminate discrimination, victimisation or harassment across all the protected characteristics (race, gender reassignment, disability, religion or belief, pregnancy and maternity, sex, sexual orientation) within the school community. Reasonable adjustments are made to accommodate everyone.

This means:

- We will promote equality of opportunity
- We will eliminate unlawful discrimination
- We will eliminate harassment of disabled pupils that is related to their disability
- We will promote equality of opportunity between disabled people and other people
- We will promote positive attitudes towards disabled people
- We will encourage participation of disabled people in public life
- We will take steps to take account of disabled people's disabilities even where that involves treating people more favourably than other people.

Our legal duties

Legislation relating to equality and discrimination is laid out in the Equality Act 2010.

This legislation covers employment (work), the provision of services and public functions, and education.

Employers (schools) are liable for discriminatory acts of their employees if they did not take reasonable steps to prevent such acts. Employees can be liable for acts (where an employer took reasonable steps to prevent such acts).

The 'Protected Characteristics' (relating to schools) within equality law are:

- **Age**
- **Disability** - A person has a disability if she/he has, or has had, a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities. It includes discrimination arising from something connected with their disability such as use of aids or medical conditions. HIV, multiple sclerosis and cancer are all considered as disabilities, regardless of their effect.
- **Gender reassignment, expression and identity** - A person (usually with 'gender dysphoria') who is proposing to undergo, is undergoing or has undergone gender reassignment (the process of changing physiological or other attributes of sex, therefore changing from male to female, or female to male). 'Trans' is an umbrella term to describe people with this 'Gender Identity'. 'Intersex' or 'Third Sex' is not covered by the Act but the school will treat Intersex children with the same degree of equality as children with gender dysphoria. Children as young as five may begin to show signs of gender dysphoria and therefore it is relevant in any school environment.
- **Pregnancy and maternity** - Maternity refers to the period of 26 weeks after the birth (including still births), which reflects the period of a women's Ordinary Maternity Leave entitlement in the employment context. In employment, it also covers (where eligible) the period up to the end of her Additional Maternity Leave.
- **Marriage/civil partnership** – who a person decides to marry
- **Race** - A person's colour, nationality, ethnic or national origin. It includes Travellers and Gypsies as well as White British people.
- **Religion and belief** - Religious and philosophical beliefs including lack of belief. Generally, a belief should affect your life choices or the way you live for it to be included in the definition. Religion and belief discrimination does not prevent a school from carrying out collective worship or other curriculum-based activities, but pupils may withdraw from acts of collective worship.
- **Sex** - A man or a woman.
- **Sexual orientation** - Schools with a particular religious ethos cannot discriminate against lesbian, gay or bisexual pupils. A person's sexual orientation towards the same sex (lesbian or gay), the opposite sex (heterosexual) or to both sexes (bisexual). Although children may not identify as gay or lesbian when very young, promotion of sexual orientation equality is as relevant in a primary school environment as it is in a

secondary school. For example, a child may have an older sibling or parent who is gay. Children may experience friends 'questioning' or 'coming out' when they are in secondary school or college. School is proactive in the prevention of homophobic and transphobic bullying. Children are taught through the Relationships, Sex Education (RSE) curriculum about different types of families and are encouraged to accept all.

It is also unlawful to discriminate because of the sex, race, disability, religion or belief, sexual orientation or gender reassignment of another person with whom the pupil is associated. So, we will not discriminate by refusing for example, to admit a pupil because his/her parents are gay men or lesbians.

'Prohibited Conduct' (acts that are unlawful):

- **Direct Discrimination** - Less favourable treatment because of a protected characteristic.
- **Discrimination by association or perception** - For example, discriminating against someone because they 'look gay', or because they have a gay brother; discriminating against someone because they care for a disabled relative.
- **Indirect Discrimination** - A provision, criteria or practice that puts a person at a particular disadvantage and is not a proportionate means of achieving a legitimate aim.
- **Harassment** - Conduct which has the purpose or effect of violating dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment. It includes harassment by a third party (e.g. customer or contractor) in the employment context.
- **Victimisation** - Subjecting a person to a detriment because of their involvement with proceedings (a complaint) brought in connection with this Act.
- **Discrimination arising from disability** - treating someone unfavourably because of something connected with their disability (such as periods of absence from work or medical conditions) and failure to make reasonable adjustments.

Schools are allowed to treat disabled pupils more favourably than non-disabled pupils, and in some cases are required to do so, by making reasonable adjustments to put them on a more level footing with pupils without disabilities. E.g. High adult/child ratio to allow a child to participate in a particular activity of a school trip.

Equality in action, what we currently do:

- We take reasonable and necessary steps to meet pupil's needs by using a variety of approaches and planning reasonable adjustments for disabled pupils, enabling our pupils to take as full a part as possible in all activities of the school including extra-curricular activities and residential visits e.g. we give all pupils the opportunity to go on overnight and week-long residential trips and make adjustments to allow this to happen. We make reasonable adjustments to ensure the school environment and its activities are as accessible and welcoming as possible for pupils, staff, governors and visitors to the school e.g. a hard path is available for use in our outdoor areas to aid

mobility and accessibility and ramps are installed alongside steps to aid accessibility. We are also committed to ensuring staff with a disability have equality of opportunity e.g. disabled car park spaces near to the entrance.

- We actively encourage positive attitudes towards pupils, staff, governors and parents/carers and expect everyone to treat others with dignity and respect – our consistent behaviour policy is adhered to by all staff.
- We regularly consider the ways in which the taught and wider curricula will help to promote awareness of the rights of individuals and develop the skills of participation and responsible action e.g. through our Jigsaw curriculum and weekly assemblies including Picture News assemblies.
- Pupil committees/School Council – the views of all children are listened to.
- We regularly consider the ways in which our teaching and the curriculum provision supports high standards of attainment, promotes common values and helps students understand and value the diversity that surrounds them, and challenges prejudice and stereotyping, e.g. clear curriculum planning with diversity links and planned celebrations e.g. Black History Month in October, South Asian Heritage Month in June (see website links for our cultural calendar).
- We monitor the progress and achievement of pupils by the relevant and appropriate protected characteristics. This information helps the school to ensure that individual pupils are achieving their potential, the school is being inclusive in practice, and trends are identified which inform the setting of our equality objectives in the school improvement plan e.g. listing trends, actions and impact in SDP.
- The school welcomes a diverse range of candidates. We collect and analyse information about protected characteristics in relation to staff recruitment, retention, training opportunities and promotions to ensure all staff have equality of opportunity. We do not ask health-related questions to job applicants before offering a job, unless it relates to an intrinsic function of the work they do. We make reasonable adjustments such as providing auxiliary aids for our disabled staff.
- We seek the view of advisory staff and outside agencies and partnerships with other schools where this is necessary. In planning the curriculum and resources, the school takes every opportunity to promote and advance equality.
- Bullying and Prejudice Related Incidents are carefully monitored and dealt with effectively. Regular training is given to both existing and new staff to ensure that they are aware of the process for reporting and following up incidents of prejudice-related bullying. (Bullying and racist incident logs in the Headteacher office as well as on our online reporting system - CPOMs).
- We expect that all staff and governors are role models for equal opportunities, deal with bullying and discriminatory incidents and are able to identify and challenge prejudice and stereotyping. CPD is regularly updated for both staff and Governors.
- Throughout the year, the school plans on-going events to raise awareness of equality and diversity. This may include a focus on disability, respect for other cultures, religions and beliefs, anti-homophobia/gay pride, gender equality, developing community cohesion and an understanding of the effects of discrimination.

Consultation with other stakeholders:

- We ensure pupil/parent/staff/governor consultation is regularly sought in the development and review of this policy.
- We regularly seek the views of pupils, parents, governors, advisory staff and visitors to the school, to ensure that the school environment is as safe and accessible as possible to all school users. We regularly review our accessibility plans (See separate Accessibility Plan Policy).
- We ensure that all staff are aware of their legal duties under the Equality Act 2010, the different forms of discrimination and what 'reasonable adjustments' mean in practise.
- The school consults with stakeholders, i.e. pupil, parents/carers, staff, governors and relevant community groups, to establish equality objectives and draw up a plan based on information collected on protected groups and accessibility planning.

The school has an equality page on its website to show what our equality targets are and how we are progressing with them and advancing equality of opportunity.

Review:

This school is continually carrying out equality impact assessments e.g. Following data capture, to ensure that we are not disadvantaging any group of pupils with protected characteristics. Changes, where necessary, are acted upon rapidly.

Responsibilities:

Governing Body

- Ensure that the school complies with equality-related legislation.
- Ensure that the policy and its procedures are implemented by the Headteacher.
- Ensure all other school policies promote equality.
- Give due regard to the Public Sector Equality Duty when making decisions.

Headteacher

- Implement the policy and its related procedures.
- Make all staff aware of their responsibilities and provide training as appropriate to enable them to effectively deliver this policy.
- Take appropriate action in any case of actual or potential discrimination.
- Ensure that all staff understand their duties regarding recruitment and providing reasonable adjustments to staff. It is unlawful for an employer to enquire about the health of an applicant for a job until a job offer has been made, 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. Schools should no longer require job applicants to complete a generic health questionnaire. Neither should a school seek out past sickness records until they have made a job offer.

- Ensure that all staff and pupils are aware of the process for reporting and following up bullying and prejudice-related incidents.

All Staff

- Enact this policy, its commitment and procedures, and their responsibilities associated with this policy.
- Deal with bullying and discriminatory incidents and know how to identify and challenge prejudice and stereotyping.
- Promote equality and good relations and not discriminate on any grounds.
- Attend such training and information opportunities as necessary to enact this policy and keep up to date with equality legislation.
- To be models of equal opportunities through their words and actions.
- Pupils
- Refrain from engaging in discriminatory behaviour or any other behaviour that contravenes this policy.

Visitors (e.g. parent helpers, contractors)

- To be aware of, and comply with, the school's equality policy.
- To refrain from engaging in discriminatory behaviour (for example, racist language) on school premises.

Definitions

- **Equality** - This is more clearly defined as equality of opportunity and outcome, rather than equality of treatment. This means treating people fairly and according to their needs as some people may to be treated differently in order to achieve an equal outcome.
- **Inclusive** - Making sure everyone can participate, whatever their background or circumstances.
- **Diversity** - Recognising that we are all different. Diversity is an outcome of equality and inclusion.
- **Cohesion** - People from different backgrounds getting on well together (good community relations). There is a shared vision and sense of purpose or belonging. Diversity is valued. Relationships are strong, supportive and sustainable. Cohesion is an outcome of equality and inclusion.
- **Community** - From the school's perspective, the term "community" has a number of meanings:
 - **The school community** - the students we serve, their families and the school's staff.
 - ✓ The community within which the school is located- in its geographical community, and the people who live and/or work in that area.
 - ✓ The community of Britain- all schools by definition are part of it.
 - ✓ The global community- formed by European and International links
- **Gender Dysphoria** - Gender dysphoria is a recognised condition in which a person feels that there is a mix match between their biological sex and their gender identity.

If you are unsure of any other terms used in this policy, please do ring our school and ask us.

EQUALITY – Everyone is treated equally and fairly at our school

The School and Nursery complies with the recommendations of the Equality Act 2010 and the latest DfE Equality Act Guidance also the Public Sector Equality Duty (PSED) compliance.

There are two specific duties; these are that schools should:

- Publish information which shows compliance with the Public Sector Equality Duty (PSED) and
- Publish at least one equality objective.

The Public Sector Equality Duty (PSED)

The Equality Act 2010 introduced a single Public Sector Equality Duty (PSED) that applies to schools and which extends to all protected characteristics – disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation. It has three main elements. In carrying out their functions, schools are required to have due regard to the need to:

- Eliminate discrimination, harassment and victimisation;
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it;
- Foster good relations across all characteristics - between people who share a protected characteristic and people who do not share it.

Senior Leaders and governors in our school are aware of the duty to have “due regard” when making a decision or taking an action and assess whether it may have implications for people with particular protected characteristics.

We consider equality implications before and at the time that we develop policy and take decisions, and we keep them under review on a continuing basis.

We review our practice with stakeholders on a regular basis.

Equality Statement

Hollinswood Primary School and Nursery Equality Statement

At Hollinswood Primary School and Nursery we aim to be an inclusive school and provide equal opportunities throughout all aspects of our work and activities.

We are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers, irrespective of race, gender, disability, belief, religion or socio-economic background.

In order to further support pupils, raise standards and ensure inclusive teaching, we have set ourselves the following objectives:-

Objective 1: To monitor and analyse pupil achievement by race, gender and disability and act on any trends or patterns in the data that require additional support for pupils.

Objective 2: To maintain and accelerate the progress of pupils receiving Pupil Premium funding (Disadvantaged) and ensure that Pupil Premium expenditure continues to have a positive impact on outcomes for those pupils targeted.

Objective 3: To continue to accelerate the progress of pupils who have English as an Additional Language (EAL).

The Senior Leadership Team and Governing Body at Hollinswood Primary School and Nursery regularly review the progress we are making to meet our equality objectives with regard to the protected groups (race, disability, gender, gender re-assignment, age, pregnancy and maternity, marital status, religion and belief) under the Equality Act (2010).

Interventions –

- Attendance action group targeting poor attendance percentages and offering support for the pupils and families.
- Additional support to continue in year groups with high percentages of Pupil Premium children.
- Pastoral Team support to work across the whole school and nursery, supporting pupil premium linked families, where required.
- Targeted intervention led by the class teacher on a regular basis each week, following regular pupil progress meetings.
- Assemblies and whole school events to promote equality and diversity.
- Parent workshops to increase awareness of teaching and learning i.e. phonics and reading workshops.
- Working towards to School of Sanctuary Award (2023/2024)
- Continued offer of free after school clubs for all children, covering a wide range of activities

