



Hemingford Grey SCHOOL

EQUALITY POLICY*

Date policy was last reviewed and approved:	Oct 2021
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***Equality duty objectives are included on page 1.**

HEMINGFORD GREY PRIMARY SCHOOL EQUALITY DUTY OBJECTIVES AND EQUALITY POLICY

The School's Equality Duty Objectives are as follows:

Objective 1: To ensure that the recruitment and appointment of staff is conducted in accordance with the general equality duty. To ensure transparency, a blank job application form is on the school website. The 'non-gender' and 'non-questioning' element about disability and other personal criteria is evidence that Hemingford Grey Primary School adheres to the Equality Duty. The induction process after appointment as well as the Grievance procedure, Harassment and Bullying policy and Whistle-Blowing policy are all supportive evidence that the school is committed to promote and protect equality.

Objective 2: To ensure that the children's progress is not hampered by any inequality. TEAM – Hemingford Grey Primary School has a very strong message encouraging and supporting children to work together, learn from each other and help each other in learning, consequently creating an inclusive environment. Transparency of evidence is available via the minutes of GB meetings where the Headteacher's regular, comprehensive written report documents the progress of all children, taking into consideration gender, age, receipt of Pupil Premium funding, etc.

The School's Equality Policy is as follows:

This Equality Policy sets out the school's approach to promoting community cohesion, equality and diversity. It covers aspects of Equality as set out in the Statutory Equality Duty 2011. (See Appendix 1) This policy has been created through consultation with members of the school community.

This Equality Policy statement sets out:

- ☐ The school's aims and values
 - ☐ The school's overall approach to promoting equality: community cohesion, recognising and celebrating diversity and tackling discrimination
 - ☐ Roles and responsibilities
 - ☐ Monitoring, reviewing and assessing impact
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The policy reflects the consensus of opinion of the whole staff and has the full agreement of the Governing Body.

The implementation of this policy is the joint responsibility of the Headteacher, all of the teaching staff, the governors and the Local Authority.

As a whole, the school's aims drive everything we do with the pupils here. The following aims relate specifically to this policy:

Aim: Understand the world is made up of people with different beliefs, abilities and ideas.

Provision: By promoting understanding through focused work and an enriched curriculum.

Aim: Pupils respect each other

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Provision: By following and working within the school's positive behaviour policy, by explicitly teaching about respect, difference and diversity

Aim: Pupils want to find out about and care for the world around them.

Provision: Through our humanities curriculum, our varied themes, by using the rich outside learning environment, our Eco Committee, Champions of Change and visits.

The following sets out in greater detail how we aim to achieve the above.

Our approach to promoting equality

The overall objective of the school's Equality Policy is to provide a framework for the school to pursue its equality duties to eliminate unlawful discrimination and harassment; promote equality of opportunity; and promote good relations and positive attitudes between people of diverse backgrounds in all its activities.

Through the Equality Policy, the school seeks to ensure that no member of the school community or any other person through their contact with the school receives less favourable treatment on any grounds which cannot be shown to be justified. This covers race, colour, nationality, ethnic or national origin, religion or belief, gender, marital status, responsibility for children or other dependants, disability, sexual orientation, gender reassignment, age, trade union membership or involvement with political activities, socio economic background, where the person lives or spent convictions.

The principles of this policy apply to all members of the extended school community – pupils, staff, governors, parents and community members.

Equality at Hemingford Grey Primary School is based on the core values. All pupils in the school are entitled to learning experiences which will enable them to achieve their potential and enrich their lives. The management and Governors of the school are committed to ensuring high expectations of staff and pupils and providing a high quality learning environment within the limits of available resources. We place a high value on diversity in the school and treat every member of the school as an individual. The ethos of the school supports the development of self-respect and self esteem in all pupils, staff and the community it serves. The school encourages pupils to become responsible and independent while preparing them for their role in a wider social context.

Hemingford Grey Primary School aims to be responsive to all aspects of diversity and to increase the learning and participation of all pupils within the school and its locality. We are developing inclusive values which are shared between all staff, pupils, governors, parents/carers and the wider community, in a secure, accepting, collaborative and stimulating environment. Everyone is valued and diversity is seen as a rich resource to enhance and support the learning of all.

This inclusive culture is reflected in all school policies and practices. We ensure that classroom and extra-curricular activities encourage the participation of all pupils, drawing on their knowledge and experience outside school. Teaching and support are integrated together, enabling all pupils to overcome barriers to learning and participate fully in school life.

Inclusion will be achieved through analysis and assessment of children's needs, by monitoring the quality of teaching and the standards of pupils' achievements

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and by setting targets for improvement. Learning for all children is given equal priority and available resources are used to maximum effect.

The school prepares its pupils to become part of the local and wider community by providing a curriculum which does the following:

- ❑ Teaching, learning and curriculum – to teach pupils to understand others, to promote common values and to value diversity, to promote awareness of human rights and of the responsibility to uphold and defend them, and to develop the skills of participation and responsible action.
 - ❑ Equity and excellence – to ensure equal opportunities for all to succeed at the highest level possible, removing barriers to access and participation in learning and wider activities and eliminating variations in outcomes for different groups.
 - ❑ Engagement and extended services – to provide a means for children, young people and their families to interact with people from different backgrounds and build positive relations, including links with different schools and communities locally, across the country and internationally.
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Roles and responsibilities

All who work in the school have a responsibility for promoting equality and inclusion, and avoiding unfair discrimination.

We are committed to:

- actively tackling racial discrimination, and promoting equal opportunities and good race relations
 - promoting positive approaches to valuing and respecting diversity
 - involving pupils, parents/carers, all staff, governors and the wider community in developing policies, procedures and practices which tackle racial discrimination and promote inclusion
 - monitoring teaching and curriculum development to ensure high expectations of all pupils and appropriate breadth of content in relation to the school and the wider community
 - encouraging and supporting all pupils and staff to achieve their best
 - recognising and valuing the skills which the whole school community offers
 - ensuring additional grants and resources (such as those provided for minority ethnic and Traveller pupils) are appropriately targeted and monitored
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Our governors are responsible for:

- ❑ Making sure the school complies with all current equality legislation.
 - ❑ Making sure this policy and its procedures are followed through regular review
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The Headteacher is responsible for:

- ❑ Making sure the policy is readily available and that the governors, staff, pupils and their parents/carers know about it
 - ❑ Making sure its procedures are followed, and reporting to the Governing Body
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- ❑ Producing regular information for staff and governors about the policy and how it is working, and providing training for them on the policy, if necessary
 - ❑ Making sure all staff know their responsibilities and receive training and support in carrying these out
 - ❑ Taking appropriate action in cases of harassment and discrimination
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All our staff are responsible for:

- ❑ Dealing with racist, sexist, homophobic and gender discrimination incidents, and being able to recognise and tackle bias and stereotyping
 - ❑ Reporting racist, sexist, homophobic and gender discrimination incidents.
 - ❑ Promoting equality and good community relations and avoiding discrimination against anyone for reasons of race, colour, nationality, ethnic or national origins, gender, disability, religion or belief, sexual orientation or socio-economic circumstances.
 - ❑ Keeping up to date with the law on equality and taking training and learning opportunities
 - ❑ Considering when and if gender separation for specific activities (eg single sex sport or sex and relationship education) are appropriate in accordance with the June 2018 updates from the Equality Act
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Visitors and contractors are responsible for:

- ❑ Knowing and following our equality policy
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Appendix 1

Appendix 1 - The Public Sector Equality Duty (April 2011)

The Equality Duty has three aims. It requires public bodies to have due regard to the need to;

- eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act;
- advance equality of opportunity between people who share a protected characteristic and people who do not share it; and
- foster good relations between people who do not share it.

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Having due regard means consciously thinking about the three aims of the Equality Duty as part of the process of decision-making. This means that consideration of equality issues must influence the decisions reached by public bodies – such as in how they act as employers; how they develop, evaluate and review policy; how they design, deliver and evaluate services, and how they commission and procure from others.

Having due regard to the need to advance equality of opportunity involves considering the need to:

- Remove or minimise disadvantages suffered by people due to their protected characteristics;
 - Meet the needs of people with protected characteristics; and
 - Encourage people with protected characteristics to participate in public life or in other activities where their participation is low
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Protected characteristics of the Equality Duty;

- Age
- Disability
- Gender reassignment
- Pregnancy and maternity
- Race – this includes ethnic or national origins, colour or nationality
- Religion or belief – this includes lack of belief
- Sex
- Sexual orientation

It also applies to marriage and civil partnership, but only in respect of the requirement to have due regard to the need to eliminate discrimination.