



# HANNAH MORE

## PRIMARY SCHOOL

**Policy Title:** Equalities Policy

**Date Drafted:**

**Date Ratified by Governors: 12-01-2017**

**Effective From: 12-01-2017**

**Date for Renewal: 12-01-2018**

**Signed by the Headteacher:**

**Policy Structure:**

*Overarching statement*

*Equality in practice*

*Equal Opportunities for Staff*

*Equality and the law*

*Consultation*

*Roles and Responsibilities*

*Tackling discrimination*

*Review of progress and impact*

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## **1. Overarching statement**

At Hannah More we will ensure that all children and staff are treated fairly. We are committed to equality of education, opportunity and access for all pupils, staff, parents and carers irrespective of ethnicity, gender, disability, sexuality, faith, religion or socio-economic background. We aim to provide all our pupils with the opportunity to reach their full potential. We foster a culture of inclusion, cohesion and diversity to enable all those connected to the school to feel proud of their identity and able to participate fully in school life.

At Hannah More, we believe that diversity is a strength which should be respected and celebrated by all those who learn, teach and visit here. Our pupils are educated about equality and taught to respect difference.

We tackle discrimination by positively promoting equality, challenging bullying and stereotyping and creating an environment which promotes respect for all.

At Hannah More we comply with the relevant legislation and implement school plans in accordance with this.

## **2. Equality in practice**

The school promotes equality of opportunity in its day to day practice. As a school we carry out rigorous monitoring and analysis of all pupils and their progress termly and annually. Staff use this information to ensure appropriate progress is made by all pupils regardless of ethnicity, disability, socio-economic background, belief or gender. Thorough analysis by Senior Staff leads to awareness of any groups or individuals who are not making expected progress. As a school we also:

- Take account of all pupils when planning for learning and setting challenging targets;
- Ensure equality of access to teaching and learning for all pupils
- Prepare pupils thoroughly for life in a diverse society
- Use materials and resources that reflect the school's diversity and that of our local community
- Promote attitudes and values that challenge discriminatory behaviour or prejudice
- Provide opportunities for pupils to appreciate their own culture and celebrate the diversity of others'
- Seek to involve all parents in supporting their children's education
- Seek to promote community cohesion amongst pupils and parents/carers
- Encourage discussion, throughout the school community, of equality issues and their impact on learning
- Use teaching and learning approaches which are inclusive and reflect our pupils' diverse backgrounds

Our admissions arrangements are fair and transparent, and do not discriminate on ethnicity, gender, disability or socio-economic factors.

Exclusions are always based on the school's Behaviour Policy. We monitor exclusions and ensure any trends are explored fully.

### **3. Equal Opportunities for Staff**

We are committed to the implementation, monitoring and active promotion of equal opportunities principles in all aspects of staffing and employment.

All staff appointments and promotions are made on the basis of merit and in compliance with the law. However, we are concerned to ensure that, wherever possible, the staffing of the school reflects the diversity of our community.

As an employer we will eliminate discrimination and harassment in our employment practice, and actively promote equality across all groups within our workforce. Equality aspects such as gender, ethnicity, disability, sexual orientation, gender re-assignment and faith or religion are considered when appointing staff and evaluating staff structures, to ensure decisions are free from discrimination.

Actions to ensure this commitment is met include:

- Monitoring recruitment and retention
- Recording all incidents of bullying and harassment of staff
- Continued professional development opportunities for all staff

### **4. Equality and the law**

#### **Ethnicity Equality**

We acknowledge the general and specific duties of schools as detailed in The Ethnicity Relations Act 1976 and as amended by The Ethnicity Relations (Amendment) Act 2000.

Our policies and practice aim to:

- Eliminate racial discrimination
- Promote equality of opportunity
- Promote good relations between people of different racial groups

#### **Disability**

We acknowledge the general duty on schools set out in The Disability Discrimination Act (DDA) 2005. We will ensure the following when carrying out and delivering services:

- Equality of opportunity between disabled people and other people
- Elimination of discrimination and harassment of disabled people

- Promotion of positive attitudes towards disabled people
- Participation in public life by disabled people is encouraged
- Steps are taken to meet the access requirements of disabled people

### **Gender Equality**

We acknowledge the general duty on schools as set out in The Gender Equality Duty 2006. We will actively seek to eliminate unlawful discrimination and harassment on grounds of gender and gender reassignment and promote equality between men and women.

### **Specific duties for schools**

Specific duties, to be addressed in our Equality Plan, will include:

- Consideration of ethnicity equality and the impact of policies on pupils, staff and parents by ethnicity, including the achievement levels of these pupils.
- Gender equality goals and planned actions to meet them
- Disability equality goals and planned actions to meet them.

The Equality Plan will be reviewed and revised every three years.

### **Sexual Orientation**

We acknowledge the duties set out in The Equality Act (Sexual Orientation) Regulations 2007 which details protection against discrimination on grounds of sexual orientation. Our policies will ensure that admissions and all school provision supports this duty.

## **5. Consultation**

The development and implementation of this policy and the accompanying Action Plan will be informed by input from the school community. We will achieve this by:

- Using parent questionnaires, feedback from Learning Review meetings and Parents' Voice meetings
- Feedback from staff meetings and training
- Input from Children's Voice, PSHE lessons and the SEAL curriculum
- Including any issues raised in Individual Education Plans, Performance management meetings and review meetings
- Ongoing consultation at Governing body meetings.

## **6. Roles and Responsibilities**

The role of governors

The governing body will endeavour to ensure that the school is fully inclusive to pupils and responsive to their needs. They will seek to ensure that people are not discriminated against

when applying for posts at our school. The governors will take all reasonable steps to ensure that the school environment gives access to people with disabilities and strive to make school communications as inclusive as possible. The governors will welcome all applications to join the school, whatever a child's socio-economic background, ethnicity, gender or disability. They will endeavour to ensure that no child is discriminated against whilst in our school.

### The role of the Senior Leadership Team

The Senior Leadership team is responsible for:

- ensuring steps are taken to address the school's Equality Plan
- making sure that policies are readily available and that the school community are aware of these
- producing regular information for staff and governors about the policy and plan
- ensuring all staff are clear about responsibilities and that they receive training and support
- taking action in cases of harassment and discrimination
- enabling reasonable adjustments to be made to support disabled pupils, staff, parents/carers and visitors to the school.

The Senior Leadership team will also promote equal opportunity principles when developing the curriculum, and promote respect and equal opportunities in all aspects of school life.

### The role of all staff

All staff at Hannah More Primary School have a responsibility to promote equality and community cohesion in their work by:

- avoiding unlawful discrimination against anyone
- fostering good relations
- dealing with prejudice-related incidents
- recognising and tackling bias and stereotyping
- taking up training and learning opportunities.

All staff will ensure that pupils are treated fairly, equally and with respect, and will be aware of the school's Equality Plan. Staff will strive to provide teaching and learning materials that use positive images and challenge stereotypes. Staff will challenge any incidents of prejudice, racism or homophobia, and record any serious incidents, drawing them to the attention of the leadership team. Teachers will support the work of support staff and volunteers in promoting awareness of equality and encouraging them to challenge discrimination.

## **7. Tackling discrimination**

Harassment on account of ethnicity, gender, disability or sexual orientation is not tolerated within the school. All staff are expected to deal with any discriminatory incidents that may occur. They are expected to identify and challenge prejudice and stereotyping; and to support the full range of pupils' needs.

Racist and homophobic incidents and other incidents of harassment or bullying are dealt with by the member of staff present, and reported to a class teacher as necessary. All incidents are reported to the headteacher and racist incidents are reported to the governing body and local authority on a termly basis.

Harassment on grounds of ethnicity, gender, disability, sexual orientation or other factors such as socio-economic status can take many forms including verbal or physical abuse, name calling, exclusion from groups and games, unwanted looks or comments, jokes and graffiti. A racist incident is defined by the Stephen Lawrence Inquiry Report (1999) as: 'any incident which is perceived to be racist by the victim or any other person'.

It will be made explicit to pupils and staff how they report incidents and what the procedure is. All staff, governors and volunteers should view dealing with incidents as vital to the well-being of the whole school.

## **8. Review of progress and impact**

The Policy and Plan will be agreed by the Governing Body. There is a rolling programme for reviewing school policies and measuring impact. In line with legislative requirements, we will review our Plan annually and review the Policy every three years.

We will make regular assessments of pupils' learning and use this information to track pupil progress. As part of this process, we will monitor achievement by ethnicity, gender and disability, to ensure that all groups of pupils are making the best possible progress, and take appropriate action to address any gaps.

## **9. Publicising the plan**

In order to meet the statutory requirements, we will publish our Policy and Plan on the school website and raise awareness through the school newsletter, assemblies, staff meetings and Parents' Voice meetings.

Signed:

Date: