

## Equalities Policy

### Hill View Primary



#### Policy Approved by Governors

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<b>Written by:</b>	<b>Deputy Headteacher</b>



# Reach for the stars.

## HILL VIEW PRIMARY SCHOOL

### Equalities Policy

The governing body's key roles  
are: To provide a strategic view  
To support and  
challenge To ensure  
accountability

### INTRODUCTION

We welcome our duties under the Equality Act 2010 as both a provider of education and as an employer to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief.

We believe that all pupils and members of staff should have the opportunity to fulfil their potential whatever their background, identity and circumstances.

We are committed to creating a community that recognises and celebrates difference within a culture of respect and co-operation. We appreciate that a culture which promotes equality will create a positive environment and a shared sense of belonging for all who work, learn and use the services of our school. We recognise that equality will only be achieved by the whole school community working together – our pupils, staff, governors and parents/carers.

This document outlines the principles which will guide our approach to working with our school community and enabling an open culture.

For staff and prospective staff, this policy should be read in conjunction with Reach South's Equality, Diversity and Inclusion Policy.

### NATIONAL AND LEGAL CONTEXT

We recognise that we have duties under the Equality Act 2010 in relation to the school community to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age (applicable only to staff), disability, ethnicity, gender (including issues of transgender, maternity and pregnancy), religion and belief, sexual orientation and marital status (applicable only to staff).

We also recognise that we have a duty under the Education & Inspections Act 2006 to promote community cohesion, i.e. developing good relations across different cultures and groups. We also appreciate that these duties reflect the international human rights standards as expressed in the UN Convention on Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

### SCHOOL CONTEXT

Hill View Primary School is a large, three form primary school; it has @600+ pupils on roll. The school

has a welcoming inclusive ethos and strong links with its local community.

The majority of our pupils transfer to Glenmoor Girls School, Winton Boys School and Bourne Academy the local secondary schools, a percentage of children each year transfer to local single sex grammar schools.

- 15% of children are entitled to free school meals and are Disadvantaged.
- 9% of children identified with SEND (8% SEN Support, 1% EHCP/Statement) 7% have
- English as an Additional Language (EAL).

## **PRINCIPLES**

To fulfil our legal obligations, we are guided by a number of principles.

### **1. All pupils, families and staff are of equal value**

We see all pupils, potential pupils, their parents and carers, and staff as of equal value:

- Whether or not they are disabled
- Whatever their ethnicity, culture, national origin or national status Whatever
- their gender and gender identity
- Whatever their religious and non-religious affiliation or faith background
- Whatever their sexual orientation
- Whatever their marital status
- Whether they are currently pregnant or have recently given birth
- Whatever their age

### **2. We recognise and respect difference**

We recognise that treating people equally does not necessarily involve treating them all the same. We recognise that our policies, procedures and activities must not discriminate but must take account of diversity and the kinds of barriers and disadvantage that staff, parents/carers or pupils may face in relation to their protected characteristics:

- Disability – we note that reasonable adjustments may need to be made
- Gender (including transgender) – we recognise that girls and boys, men and women have different needs
- Religion and belief – we note that reasonable requests in relation to religious observance and practice may need to be made and complied with
- Ethnicity and race – we note that all have different experiences as a result of our ethnic and racial backgrounds
- Age – we value the diversity in age of staff, parents and carers
- Sexual orientation – we respect that individuals have the right to determine their own sexual identity and that they should not experience disadvantage as a result of their preference
- Marital status – we recognise that our staff, parents and carers may make their own personal choices in respect of personal relationships and that they should not experience disadvantage as a result of the relationships they have
- Pregnancy and maternity – we believe that our staff, parents and carers should not experience any unfair disadvantage as a result of pregnancy or having recently given birth

3. We foster positive attitudes and relationships, and a shared sense of cohesion and belonging

We intend that our policies, procedures and activities should promote:

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- positive attitudes towards disabled people, good relations between disabled and non-disabled people, and an absence of discrimination, harassment and victimisation of disabled people
- positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, nationality, national origin, religion, belief or faith background, and an absence of racist and religiously motivated bullying and incidents
- mutual respect and good relations between sexes, and an absence of sexual harassment and harassment, discrimination and victimisation because of sex
- mutual respect and good relations between pupils, parents and carers regardless of sexual orientation, and an absence of discrimination and victimisation because of sexual orientation
- positive attitudes towards transgender people and an absence of discrimination, harassment and victimisation because of gender identity

4. We observe good equalities practice in relation to staff

We ensure that our policies and practices for all staff and potential staff throughout the employment lifecycle, i.e. from recruitment through to the cessation of employment and beyond, are applied fairly and consistently across all groups with full respect for legal rights, taking into account aspects applicable to particular groups (e.g. duty to make reasonable adjustments for disabled staff).

We work to ensure that our policies and procedures benefit all employees:

- whatever their age
- whether or not they are disabled
- whatever their race
- whatever their belief or faith background
- whatever their sex and with full respect for legal rights relating to pregnancy and maternity
- whatever their gender identity
- whatever their sexual orientation
- whatever their status with regards to marriage and civil partnership

5. We aim to reduce and remove inequalities and barriers that already exist

In addition to avoiding or minimising possible negative impacts, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist between:

- disabled and non-disabled people
- people of different ethnic, cultural and religious backgrounds
- sexes
- cisgender and transgender people

- heterosexual, lesbian, gay, and bisexual people
- older and younger people

#### 6. We consult and involve to ensure views are heard

In our development of policies, we engage with groups and individuals, including pupils who are affected by a policy or activity to ensure that their views are taken into account. For policies and activities affecting pupils, we will take account of views expressed at school council; for parents, through parent governor representation and for staff, through staff governor representation. Where necessary, we will consult more widely with specific groups.

We consult and involve:

- disabled people as well as non-disabled
- people from a range of ethnic, cultural and religious and non-religious backgrounds
- people of different sexes
- lesbian, gay and bisexual people as well as heterosexual people
- transgender people as well as cisgender people
- older and younger people

#### 7. We aim to foster greater community cohesion and so that society as a whole should benefit.

We intend that our policies, activities and curriculum should benefit society as a whole, both locally and nationally to offer foster greater social cohesion and provide for an equal opportunity to participate in public life irrespective of the protected characteristics of individuals and groups.

#### 8. We base our practices on sound evidence

We maintain and publish information annually to show our compliance with the public sector equality duty, set out under section 149 of the Equality Act 2010.

We support the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998. Through our policies and actions we undertake to ensure that every child and young person is healthy, safe, is able to enjoy and achieve in their learning experience, and is able to contribute to the wider community.

#### 9. We set ourselves specific and measurable equality objectives based on evidence that we have gathered (principle 8), through monitoring and data, taking into account national, county and school level priorities.

### **APPLICATION OF THE PRINCIPLES WITHIN THIS POLICY STATEMENT:**

The principles outlined in the policy statement will be applied and reflected in:

- The delivery of the school curriculum
- The teaching and learning within the school
- Our practice in relation to pupil progress, attainment and achievement
- Our teaching styles and strategies
- Our policies and practice in relation to admissions and attendance
- Our

policies and practice in relation to staff

- Our care, guidance and support to pupils, their families and staff
- Our policies and practice in relation to pupil behaviour, discipline and exclusionsOur
- partnership working with parents and carers
- Our contact with the wider school community

## STRATEGIES

Monitoring, evaluation and review carried out by the Leadership Team will ensure that procedures and practices within the school reflect the objectives of this policy.

Parents and governors will be involved and consulted about the provision being offered by the school.

Teachers will ensure that the teaching and learning takes account of this policy.

The diversity within our school and the wider community will be viewed positively by all.

Diversity will be recognised as a positive, rich resource for teaching, learning and the curriculum.

Professional development opportunities will be provided for staff to provide them with the knowledge, skills and understanding they need to meet the requirements of this policy.

Contributions will be sought from parents and others to enrich teaching, learning and the curriculum.

The positive achievements of all pupils will be celebrated and recognised.

## ADDRESSING PREJUDICE AND PREJUDICE-RELATED BULLYING

The school is opposed to all forms of prejudice including, but not limited to prejudice related to protected characteristics. We will ensure that prejudice-related incidents in relation to staff and pupils are recorded and dealt with appropriately.

These include, and are not limited to:

- prejudices around disability and special educational needs
- racism, including prejudice directed against Travelers, refugees and people seeking asylum
- prejudices against religious groups and communities, for example antisemitism and Islamophobia
- sexism, homophobia, biphobia and transphobia

There is *guidance (that is being developed)* on how prejudice-related incidents should be identified, assessed, recorded and dealt with. We keep a record of prejudice-related incidents, including the type of incident, seriousness and how the incident was dealt with

We monitor and log incidents that discriminate against children and young people or adults in our school with protected characteristics, e.g. homophobic ~~bully~~ We also monitor and log bullying incidents, particularly those directed towards those with special educational needs.

## ROLES AND RESPONSIBILITIES

The governing body is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and action plans are implemented and that arrangements are in place to deal with any concerns or unlawful action that arises.

A member of the governing body has a watching brief regarding the implementation of this policy.

The head teacher is responsible for implementation of this policy, ensuring that all staff are aware of their responsibilities and given appropriate training and support and for taking appropriate action in any cases of unlawful discrimination, harassment or victimisation.

A senior member of staff has day-to-day responsibility for coordinating implementation of the policy.

All staff are expected to work in accordance with the principles outlined in this policy to:

- promote an inclusive and collaborative ethos in their classroom
- deal with any prejudice-related incidents that may occur
- plan and deliver curricula and lessons that reflect the principles in paragraph 4, above
- support pupils in their class for whom English is an additional language
- keep up to date with equalities legislation relevant to their work.

### **Information and resources**

- We ensure that the content of this policy is known to all staff and governors and, as appropriate, to all pupils and their parents and carers.
- All staff and governors have access to a selection of resources which discuss and explain concepts of equality, diversity and community cohesion in appropriate detail.

### **Religious observance**

- We respect the religious beliefs and practice of all staff, pupils and parents, and comply with reasonable requests relating to religious observance and practice.

### **Staff development and training**

- We ensure that all staff, including support and administrative staff, receive appropriate training and opportunities for professional development, both as individuals and as groups or teams.

### **Breaches of the policy**

- Breaches of this policy will be dealt with in the same ways that breaches of other school policies are dealt with, as determined by the head teacher and governing body.

### **Monitoring and evaluation**

- We collect, study and use quantitative and qualitative data relating to the implementation of this policy, and make adjustments as appropriate.
- In particular we collect, analyse and use data relation to achievement, broken down as appropriate according to disabilities and special educational needs; ethnicity, language, nationality national origin; religion; and sex.

## **EQUALITY OBJECTIVE**

The Equality Act 2010 requires schools to publish specific and measurable equality objectives. Our equality objectives are based on our analysis of data and other evidence.

Our equality objectives focus on those areas where we have agreed to take action to improve equality and tackle disadvantages.

We will regularly review the progress we are making to meet our equality objectives.

### **Equality objective 2023 – 2024**

- Further raise attainment in reading, writing and maths in all year groups in order for combined to be raised to above National expectations in KS1 and KS2 for expected and greater depth for all groups including Disadvantaged, EAL and SEND groups.
- To ensure a consistent approach to behaviour management by all staff, to establish a culture to support challenging behaviour effectively, so that all children are ready for learning to enable them to achieve the best possible outcomes from their starting points.
- To work towards completion of the SMSC Award, Anti-Racism Quality Mark and the Equalities Award and to use these audits to identify areas to address and improve our commitments towards equality, anti-racism and an inclusive culture founded on British Values, our shared values and the Equality Act.
- To refresh the wider curriculum to ensure that equality of opportunity and uptake is built into the provision and curricular offer of the school.
- Identify opportunities in the curriculum to look at our local community, other communities/cultures and countries.
- Use collective worship as an opportunity to celebrate festivals of a range of cultures and countries.
- Use events like World Cup, Olympics, WW1 centenary as an opportunity to explore other cultures.

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## Glossary

Antisemitism	Antisemitism is a certain perception of Jews, which may be expressed as hatred toward Jews. Further information <a href="#">here</a> .
Biphobia	Prejudice or negative attitudes, beliefs or views about bisexual people
Cisgender	Someone whose gender identity is the same as the sex they were assigned at birth.
Disability	A physical or mental impairment, which has a substantial and long-term adverse effect on someone's ability to carry out normal day-to-day activities
Discrimination	<p>This can be direct: When someone is treated less favourably than another person or other people because:</p> <ul style="list-style-type: none"> <li>• they have a protected characteristic</li> <li>• someone thinks they have that protected characteristic (discrimination by perception)</li> <li>• they are connected to someone with that protected characteristic (discrimination by association)</li> </ul> <p>Or indirect: There is a policy that applies in the same way for everybody but disadvantages a group of people who share a protected characteristic</p>
Gender identity	Someone's internal sense of their own gender, whether man, woman or some other gender. This may or may not align with their assigned sex.
Gender reassignment	If someone is proposing to undergo, is undergoing or has undergone a process (or part of a process) to change sex and/or gender. This might involve medical intervention, but it can also mean changing names, pronouns, dressing differently and living in their self-identified gender.
Harassment	Harassment is unwanted offensive behaviour directed at someone because they have a protected characteristic, are perceived to have a protected characteristic or are associated with someone with a protected characteristic.
Homophobia	Prejudice or negative attitudes, beliefs or views about lesbian, or gay people
Islamophobia	Islamophobia is rooted in racism and is a type of racism that targets expressions of Muslimness or perceived Muslimness. Further information <a href="#">here</a> .
Prejudice-related incident	Any incident which is perceived to be prejudice-related by the victim or any other person.
Race and ethnicity	Includes skin colour, nationality and ethnic or national origins.
Racism	Prejudice or negative attitudes, beliefs or views about someone based on their skin colour, nationality, ethnic or national origin
Reasonable adjustments	<p>Taking reasonable steps to remove disadvantages faced by disabled people by:</p> <ul style="list-style-type: none"> <li>• changing provisions, criteria or practices</li> <li>• changing or removing a physical feature or providing a reasonable alternative way to avoid that feature</li> <li>• providing auxiliary aids</li> </ul>

Religion or belief	<p>Religion is a formalised system of belief that aims to relate humanity to spirituality. Beliefs included are philosophical beliefs, which are considered to be similar to a religion.</p> <p>We include people who have no religion or a lack of belief.</p>
Sex	Whether someone is male, female or intersex
Sexism	Prejudice or negative attitudes, beliefs or views about someone based on their sex
Sexual orientation	Who someone is emotionally, mentally, and physically attracted to in relation to their sex/gender, this includes heterosexual, lesbian, gay, bisexual, pansexual and asexual
Transgender	An umbrella term to describe people whose gender identity differs from what is typically associated with the sex they were assigned at birth.
Transphobia	Prejudice or negative attitudes, beliefs or views about transgender people including refusal to accept their gender identity
Victimisation	<p>Treating someone badly because they are:</p> <ul style="list-style-type: none"> <li>• making a claim or complaint of discrimination</li> <li>• helping someone else to make a claim by giving evidence or information</li> </ul> <p>Or because they intend to do so.</p>