Hunnyhill Primary School

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Signed by Chair of Governors	

SINGLE EQUALITIES POLICY

Internal use – Policy

1 Document Information

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Version	**Date**	**Description**
1	March 2012	Draft for consultation
2	December 2012	Review in light of EA 10 changes for approval by Governing Board and equality objectives progress
3	May 2016	Amended for current practice and requirements Include SMSC Separate off Accessibility Plan (LE)
4	June 2018	No changes

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Internal use – Policy

3 Statement / principles

The policy outlines the commitment of the staff and Governors to promote equality. This involves tackling the barriers which could lead to unequal outcomes for identified groups and individuals of students, staff, parents/carers, governors and visitors in school, ensuring that there is equality of access and celebrating and valuing the legacy and strengths within the school.

We believe that equality at our school should filter through all aspects of school life and is the responsibility of every member of the school and wider community. Every member of the school community should feel safe, secure, valued and of equal worth. At Hunnyhill Primary School, equality is a key principle for treating people with dignity and respect irrespective of their age, disability, gender reassignment, marriage or civil partnership, pregnancy and maternity, race, religion/belief, sex, sexual orientation as recognised protected characteristics under the Equality Act 2010.

This policy has been drawn up as a result of discussion between different stakeholders.

3.1 Monitoring and review

The responsibility for co-ordinating the monitoring and evaluation of this policy is the headteacher, the governing Board with support and guidance from the lead officer for equality and diversity, they are responsible for:

- Providing updates on equalities legislation and the school's responsibilities in this regard;
- Working closely with the lead governor responsible for equality and diversity
- Supporting positively the evaluation of activities that monitor the impact and success of the policy on all groups, including Special Educational Needs & Disabilities (SEND), Children in Care, Minority Ethnic including traveller and English as an Additional Language (EAL) students, Pupil Premium and Free School Meals (FSM6) in the following recommended areas:
    - Pupils' progress and attainment
    - Teaching and learning
    - Behaviour, discipline and exclusions
    - Attendance
    - Admissions
    - All forms of bullying including incidents of prejudice related bullying
    - Parental involvement
    - Participation in extra-curricular and extended school activities
    - Staff recruitment and retention

- Visits and visitors

3.2 Equality Act 2010 update:

School Uniform Policy: There are recognised benefits in having a school uniform, as a uniform can: instil pride; support positive behaviour and discipline; contribute towards the ethos of a school; help to ensure pupils of all races, beliefs, and backgrounds feel welcome; protect children from social pressures to dress in a particular way; nurture cohesion; and promote good relations between different group of pupils.

The law: Under the provisions of the Equality Act 2010 schools must not discriminate on grounds of age, sex, gender reassignment, race, disability, pregnancy and maternity, religion or belief or sexual orientation. The leading cases challenging uniform policies have tended to focus on racial or religious matters.

Unlawful discrimination can be direct, where the school treats a pupil differently from other pupils on the prohibited grounds, or indirect, where all pupils are treated equally but the effect of that treatment is different on, for example, different racial or religious groups.

What does this mean for Hunnyhill Primary School?

In light of the case law in this area and the obligations under the Equality Act 2010, we will consider the following points:

- decide whether an exception to the school uniform policy applies in specific cases, such as to accommodate a pupil's disability or injury;
- take care to ensure that the uniform policy does not discourage parents from certain social groups from applying for a place at the school for their child. For example, to avoid disadvantage to any racial groups. Uniform policies should take into account specific differences in dress, hairstyle and even the significance of certain items of jewellery for pupils from different belief and cultural backgrounds;
- in some circumstances it may be appropriate to allow an exception to the policy to be made for a particular pupil. If an exception cannot be made, and would put a pupil at a disadvantage, consider whether the reasons for not making an exception are a proportionate means of achieving a legitimate aim. In other words, what will be the impact on the established aims of the school's uniform policy by allowing an exception; and

- schools are more likely to be able to show that their policies are fair and non-discriminatory when they have been widely consulted on, for example, with staff, pupils, parents and governors.

It remains the case that Hunnyhill Primary School is free to adopt a uniform policy and can require their pupils to adhere to them. However, case law indicates that we must consider making exceptions or changing their uniform policies where appropriate, not only for those of certain religious beliefs, but also for pupils who contend that a cultural or family practice means that they cannot conform and where other special circumstances apply which could be linked to one of the prohibited grounds.

Reasonable Adjustment: As a school we are required to take reasonable steps to provide an auxiliary aid, where a disabled person would, but for the provision of that auxiliary aid, be put at a substantial disadvantage compared with a non-disabled person. This is the responsibility of the school and the governing Board of maintained school.

Please see Hunnyhill Primary School's Accessibility Plan for further information on our access progress.

4 Policy commitments

4.1 Promoting equality: Curriculum

We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement. To achieve this we will ensure:

- Curriculum planning reflects a commitment to equality, including augmentative provision;
- The curriculum prepares pupils for life in a diverse society and uses opportunities to reflect the background and experience of pupils and families in the school;
- There will be opportunities in the curriculum to explore concepts and issues related to identity and equality;
- The promotion of attitudes and values that challenge discriminatory behaviour and language;
- The use of non-stereotyped materials which reflect accurately a range of cultures, identities and lifestyles

4.2 Promoting equality: Achievement

There is a consistently high expectation of all pupils and staff regardless of age, disability, gender reassignment, marriage or civil partnership, pregnancy and maternity, race, religion/belief, sex, sexual orientation ethnicity or social background. To secure the best possible outcomes we recognise that:

- Adults in the school will be expected to provide good, positive role models in their approach to all issues relating to equality of opportunity;
- It is important to identify the particular needs of individuals and groups within the school and to use targeted interventions to narrow gaps in achievement;
- It is important to place a high priority on the provisions for special educational needs and disability;
- A range of teaching methods to be used throughout the school to ensure that effective learning takes place at all stages for all pupils and that to promote pupil engagement, pupils are encouraged to be actively involved in their own learning.

4.3 Promoting equality: Ethos and culture

- We are aware that those involved in leadership of the school community are instrumental in demonstrating mutual respect between all members of the school community;
- There should be a feeling of openness and tolerance which welcomes everyone to the school;

- The displays around the school are of a high quality and reflect diversity across all aspects of equality
- Reasonable adjustments will be made (within the limitations of resources available or provided in an alternative way) to ensure access for pupils and visitors (including parents) with disabilities;
- Provision is made to provide for the cultural, social, moral and spiritual needs of all pupils through the planning of assemblies, classroom based and off site activities;
- Pupils are given an effective voice, for example through the School Council and through pupil perception surveys which regularly seek their views, and where we can we take action;
- Positive role models are used throughout the school to ensure that different groups of pupils can see themselves reflected in the school community.

4.4 Promoting equality: Staff recruitment and professional development

- All posts are advertised formally and open to the widest pool of applicants;
- All panels include at least one person who has completed the Safer Recruitment Training
- All panels will contain no more than 75% of any one identified gender type
- Access to opportunities for professional development is monitored on equality grounds;
- All supply staff and contractors are made aware of equalities policy and practice;
- Employment policy and procedures are reviewed regularly to check conformity with legislation and impact.

4.5 Promoting equality: Countering and challenging harassment and bullying

- The school counters and challenges all types of discriminatory behaviour and this is made clear to staff, pupils, parents and governors;
- The school has a clear, agreed procedure for dealing with prejudice related bullying incidents and has a nominated member of staff responsible for recording, reporting and monitoring incidents;
- The school reports to Governors and the local authority on an annual basis the number of diversity related incidents recorded in the school.

4.6 Promoting equality: Partnerships with parents/carers and the wider community

This school aims to work in partnership with parents/carers. We:

- Take action to ensure parents/carers from all backgrounds are encouraged to participate in all aspects of school life;
- Ensure that there are good channels of communication to ensure parents views are captured and acted upon;
- Encourage members of the local community to join in school activities and celebrations;
- Ensure that parents/carers of newly arrived pupils e.g. pupils with disabilities, EAL, traveller are made to feel welcome.

5 Responsibility for the policy

In Hunnyhill Primary School, all members of the school community have a responsibility for the promotion of equalities.

5.1 The Governing Board has a responsibility for ensuring that:

- The school complies with all equalities legislation relevant to the school community;
- The school's equality policy is maintained and updated regularly; and that equality objectives are easily identifiable (please see Action Plan – section 6 page 10);
- The actions, procedures and strategies related to the policy are implemented;
- The named Equalities Governor will have an overview, on behalf of the governing Board, on any diversity related incidents or incidents which are a breach of this policy and ensure that appropriate action is taken

5.2 The headteacher and senior leadership has a responsibility for:

- In partnership with the Governing Board, providing leadership and vision in respect of equality;
- Overseeing the implementation of the equality policy and any supporting action plans;
- Co-ordinating activities related to equality and evaluating impact;
- Ensuring that all who enter the school are aware of, and comply with, the equalities legislation;
- Ensuring that all staff are aware of their responsibilities and receive training and support;
- Taking appropriate action in response to all forms of diversity incidents and discrimination

5.3 All school staff have responsibility for:

- The implementation of the schools equalities policy and any supporting action plans;
- Dealing with reported incidents of discrimination and knowing how to identify and challenge bias and stereotyping;
- Ensuring they do not discriminate on grounds of ethnicity and culture, disability, sexual orientation or other equality protected characteristic under the Equality Act 2010, age, disability, gender reassignment, marriage or civil partnership, pregnancy or maternity, race, religion/belief, sex or sexual orientation
- Keeping up to date with equalities legislation by attending training events organised by the school, local authority, or recognised training provider.

5.4 Measuring the impact of the policy

The equalities policy and all other relevant policies listed in 3.1 of this policy will be evaluated and monitored for their equality impact on pupils, staff, parents and carers from different groups that make up Hunnyhill Primary School.

6. Related Documents

SMSC Policy
Positive Behaviour Policy
Exclusions Policy
DfE Guidance on Equality in Schools
https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools#history

7. Glossary of Terms

• **Equality Act 2010**	40 years of equality and diversity legislation developed and combined into a single piece of legislation
• **SEAL**	Social and Emotional Aspects of Learning
• **SEND**	Special Educational Needs & Disabilities
• **SMSC**	Spiritual, Moral, Social and Cultural
• **KS**	Key Stage
• **SIP**	School Improvement Plan
• **SEF**	School Self-Evaluation Framework
• **Protected Characteristic**	As covered by the Equality Act 2010, providing protection in the following areas:- age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion/belief, sex and sexual orientation
• **SAR**	School Action Research
• **SEF**	School Evaluation Framework
• **SIF**	School Improvement Facilitator
• **RAP**	Raising Attainment Plan
• **FSM6**	Free School Meals (Ever 6)
• **EAL**	English as an Additional Language