



Harefield Primary School



Equalities Policy (including Equality Objectives)

Date agreed: September 2021

Review date: September 2025

Introduction

We welcome our duties under the Equality Act 2010 as both a provider of education and as an employer. 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. School staff should read this policy in conjunction with the school's Employment Equality 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 acknowledge our 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

We collect equality information and this can be referenced in appendix A of this statement.

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

- Whether they have a connection with the forces community
- Whether or not English is their first language
- Whether or not they have refugee/asylum status

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:

- positive attitudes and interaction between groups and communities different from each other
- an absence of harassment, victimisation and discrimination in relation to any protected characteristics

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).

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

We intend that our policies, procedures and activities avoid or minimise any possible negative impacts and we aim to reduce inequalities that exist between groups and communities different from each other.

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 Pupil Voice, for parents, through questionnaires and governance representation. Where necessary, we will consult more widely with specific groups.

7. We aim to foster greater community cohesion

We intend that our policies, activities and curriculum 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.

9. We set ourselves specific and measurable equality objectives

We develop and publish specific and measurable objectives every four years based on the evidence that we have gathered (principle 8) and the engagement we have been involved in (principle 7).

The objectives can be found in Appendix A to this policy statement and take into account both national, county and school level priorities.

We will set ourselves new objectives every four years, but keep them under review and report annually on progress towards achieving them.

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 exclusions
- Our partnership working with parents and carers
- Our contact with the wider school community

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.

Roles and responsibilities

The governing body ensures that the school complies with legislation, and that:

- this policy and its related procedures and action plans are implemented
- arrangements are in place to deal with any concerns or unlawful action that arises
- this policy will be reviewed and updated by the Governing Body in conjunction with its equality objectives every four years.

The Headteacher is responsible for implementation of this policy, ensuring:

- That all staff are aware of their responsibilities and given appropriate training and support
- Appropriate action is taken in the event of any cases of unlawful discrimination, harassment or victimisation.

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

- promote an inclusive and collaborative ethos in their practice
- deal with any prejudice-related incidents that may occur
- plan and deliver curricula and lessons
- support pupils in their class who have additional needs

Date approved by the Governing Body: Sept 2021

Date for policy review: Sept 2025

We recognise that the public sector equality duty has three aims:

- To eliminate unlawful discrimination, harassment and victimisation and other conduct under the Act
- To advance equality of opportunity between people who share a protected characteristic and those who do not
- To foster good relations between people who share a protected characteristic and those who do not

We have considered how well we currently achieve these aims with regard to the protected groups under the Equality Act (race, disability, gender, gender re-assignment, age, pregnancy and maternity, marital status, sexual orientation, religion and belief and sexual orientation).

We have also involved pupils and parents/carers others in the following ways:

- pupil survey (Y2-6)
- parent/carer survey
- staff survey
- inviting parents/carers to contribute to the school's Equality & Diversity SEF

Having referred to and analysed our equality information, we have set ourselves the following objectives:

Objective 1: To further develop strategies and opportunities that will prepare pupils for life in a diverse society including fostering respect for the differences between people and celebrate more the diversity within our community.

Objective 2: To ensure equality of access to the school's planned curriculum so that pupils with SEND attend school regularly and are not disproportionately represented in the school's suspension data.

Objective 3: To increase the accessibility of information for all parents and carers within the school community.

Date of publication:

Date for review and re-publication:

NOTE: The Equality Act 2010 (Specific Duties) Regulations 2011 require Governing Bodies to publish equality objectives at intervals of no more than four years but schools should publish detail on progress towards these objectives on an annual basis and publish this detail on the school's internet site.

Key Objective	Key Tasks	Responsibility	Review
<p>To further develop strategies and opportunities that will prepare pupils for life in a diverse society including fostering respect for the differences between people and celebrate more the diversity within our community.</p>	<ul style="list-style-type: none"> -To ensure that vision and values are shared in assemblies -To ensure that diversity is celebrated in assemblies -Audit resources and ensure enough multicultural resources are used effectively to support throughout the curriculum -Development of cross curricular links throughout the curriculum to reflect the diversity in both our school and the wider community - To ensure that RRS UNCRC is woven into the school's policies and practice -Mental health woven more directly into SMSC curriculum so that pupils know how they can ensure good mental health, know where to go for help if things start to go wrong or become difficult -CPD for staff to develop an understanding of mental health within pupils (Trauma Informed Schools training - CPD for staff to develop an awareness of how to confidently and effectively challenge racial incidents (Rights And Diversity Education) -Family Support Worker working to support families with a wide range of issues for example attendance, behaviour and signpost them to key services -School to appoint a Designated Mental Health Lead by 2025. 	<p>Senior Leadership Team Phase Leaders Class teachers Wellbeing Leader RRS/RE Leader Cultural Capital Leader PHSE Leader</p>	<p>Autumn 22 Autumn 23 Autumn 24</p>
<p>To ensure equality of access to the school's planned curriculum so that pupils with SEND attend school regularly and are not disproportionately represented in the school's suspension data.</p>	<ul style="list-style-type: none"> -Phase Leaders to secure accountability for class teachers to tackle absence in their class – to be minuted on every Phase Leader meeting. -Teachers to actively promote good attendance through a range of class incentives (share good practice/highest impact) -For the Attendance Team (Headteacher, Inclusion Leader, Family Support Worker and Attendance Administrator) to meet every month to identify actions for SEND pupils with attendance below 90% -Whole school attendance rewards to be refreshed and updated to include a wide range of family activities as prizes available – termly draw for pupils over 96% - Increased liaison between the Family Support Worker and families of SEND pupils to identify and overcome barriers to good attendance. - Teachers and TAs to use adaptive teaching to ensure that provision for SEND pupils is challenging and meets the needs of all learners. - Staff to use Trauma Informed School approach to support SEND pupils particularly in understanding and regulating behaviours. 	<p>Senior Leadership Team Attendance Team Phase Leaders Class teachers</p>	<p>Autumn 22 Autumn 23 Autumn 24</p>
<p>To increase the accessibility of information for all parents and carers within the school community.</p>	<ul style="list-style-type: none"> - Staff to be aware of parents/carers who may need school information adapted. - Use school staff to support verbal communication with parents/carers eg Romanian & Polish - Use interpreters (hired/bilingual family and friends) for key information sharing - Have translations of the school's most important policies. - Work in partnership with other Edwin Jones school's to share good practise. - Upload video policies to the school website. 	<p>Senior Leadership Team Inclusion Leader Class Teachers Office Staff</p>	<p>Autumn 22 Autumn 23 Autumn 24</p>