

# The Heights Primary School Policy for **EQUALITY DUTY STATEMENT WITH PROPOSED ACTION PLAN**

Version 1.3

**Responsible officer:**

**Responsible Committee:** Full Governors

Date of last review: November 2020

Date of next review: November 2021



## **Introduction**

The Heights Primary School is committed to exercising its functions in compliance with its Public Sector Equality Duty (“the Duty”) under the Equality Act 2010 (“the Act”). It will therefore exercise its functions having due regard to the need to:

- Eliminate discrimination, harassment, victimisation and any other conduct prohibited by or under the Act;
- Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it;
- Foster good relations between people who share a protected characteristic and those who do not share it.

We consider the needs of all individuals in their day to day work, in developing policy, in delivering education to our pupils, and in relation to our own employees. These commitments apply to our pupils, staff, governors, parents and other stakeholders and visitors and relate to the protected characteristics of sex, race, disability, religion or belief, sexual orientation, gender reassignment, pregnancy or maternity, and age (in relation to employment, but not in relation to pupils).

We appreciate that discrimination can take many forms: direct, associative, discrimination by perception, indirect discrimination, harassment, harassment by a third party, victimisation and in the context of disability, by failing to make reasonable adjustments. We realise that The Heights Primary School has a legal obligation under the Act to consider the needs of people with disabilities and, where it is reasonable so to do, to make adjustments even if this would result, on occasions, in disabled pupils/staff being given more favourable treatment when compared with individuals not suffering from disabilities.

Further, the School recognises that new Positive Action provisions in the Act 2010 allow us, in certain situations, to take certain action that is designed to alleviate disadvantages experienced by, or to meet the particular needs of, pupils and/or staff with particular protected characteristics provided that any such positive action is a proportionate means of achieving the aim of enabling/encouraging equality.

The School recognises it has to make special efforts to ensure that all groups prosper including:

- Boys and girls, men and women
- Pupils, families and staff with different religions or beliefs
- All minority ethnic groups including travellers, refugees and asylum seekers
- Pupils and others with special educational needs
- Pupils, staff and others with a range of disabilities
- Children looked after and their carers
- Pupils and staff who are gay or lesbian
- Staff who are pregnant or have just given birth

- Pupils and staff who are undergoing, have undergone or are proposing to undergo a process (or part of a process) of reassigning their sex.

The extent to which all pupils prosper is indicated by an analysis of the standards particular groups of pupils achieve and a measure of the progress they make. Exam performance is analysed by sub-group, using data published by Reading Borough Council and ASP, by Phase Leaders and the Leadership Team. It is reported in reports to Governors and in the school Self Evaluation Form and Local Authority Primary School Profile.

The School has identified the following issues that may be barriers to effective learning and successful working at the school:

- Low self-esteem, low expectations and peer group pressure
- Experience of bullying, harassment or social exclusion
- Low income leading to difficulty in participating in some aspects of school life and no adequate home study space
- Low parental support or different parental expectations
- Frequent moves and lack of stability in life leading to time out of school or low attendance
- Lack of help with emotional, mental & physical well-being and poor behaviour including exclusions
- Language difficulties
- Special Educational Needs
- Lack of physical access to school facilities or services
- Inappropriate curriculum
- Recruitment, management and development of staff and governors

Through the manner in which it exercises its functions, The Heights Primary School endeavours to tackle the above barriers.

#### **Development of The Heights' Equality Duty:**

The Heights' Primary School, acting through its Governing Body, its Headteacher, staff, pupils and associated third parties is committed to playing its part in making society fairer by not only tackling and eliminating unlawful discrimination but also by advancing equality of opportunity to those connected to the exercise of the School's functions and by fostering good relations between all who are connected with the School. The School accepts that it is incumbent upon it to examine its policies and the outcome of its policies and practices to guard against disadvantaging any section of its community.

The School appreciates that this is a continuing and developing Duty. In addition to the three aims of the Duty, there are now specific duties in force which provide further criteria and guidance for the School, in meeting the Duty. There is also a statutory Code of Practice ("the Code") on the Equality Duty (which can be viewed at [http://www.equalityhumanrights.com/uploaded\\_files/EqualityAct/employercode.pdf](http://www.equalityhumanrights.com/uploaded_files/EqualityAct/employercode.pdf)) which provides invaluable information. The specific duties require the School to publish annually information relating to pupils who share a relevant protected characteristic in order to demonstrate its compliance with the Duty. The other requirement of the specific duties is to set and publish, at least every four years, specific and measurable equality objectives which are designed to help the School achieve its statutory equality objectives. Although the School is not required to publish information in relation to its employees, the Duty Action Plan nevertheless includes measurable goals to analyse its workforce and ensure that the aims of the Duty are being complied with to the extent that it is possible.

### *Overarching Principles for Implementation of the Equality Duty:*

As is demonstrated by the detail set out in the following strategies, policies and proposed action plan, The Heights School realises that this Duty under the Equality Act touches every strand of its functions. Before looking at how the Duty will be met in practice, we set out in summary the following overarching principles which we consider are essential for the Duty to be fulfilled:

### *Understanding the characteristics of the Duty:*

The School understands that the Duty is a duty of consideration, not results. The Duty is for the School, in the performance of its functions to give “due regard” to the goals of eliminating unlawful discrimination, advancing equality of opportunity and fostering good relations as defined in the Act (“the equality goals”). The School however appreciates that these equality goals are not simply relevant considerations to be considered along with other, often competing, matters. The goals are described as “needs” and as such, the School understands that the equality goals have an enhanced status as compared to other considerations and it is therefore incumbent on it to formulate policy with an intended course of meeting those goals.

The School also understands that it is insufficient simply to take the equality goals into account as the requirement is to give them “due regard” and this means that the degree of regard should be proportionate to the circumstances, taking into account the importance of the policy or decision to the achievement of the equality goals and the likely extent of its effects upon the protected groups. It follows from this that the School will approach the question of equality impact of a particular decision or of formulating/reviewing a particular policy, with rigor and an open mind and will thus obtain sufficient information as to the likely impact of the decision/policy. The School will conduct a proper assessment of the level of information required depending on the circumstances of the decision/policy being considered/formulated/reviewed. Where a potential discriminatory impact is identified, a higher level of information will be required and such information may well include information gleaned from consulting with affected groups.

### *Knowledge:*

It is essential that knowledge of the School’s pre-emptive Duty is disseminated to the Governing Body, the Headteacher, the Leadership Team, all staff, to pupils and to associated third parties (including those carrying out functions on the School’s behalf), so that all understand that the Duty must be complied with before or at the time that a particular decision is taken or policy/procedure is under consideration. This knowledge is imparted and reinforced through a number of mechanisms including (but not limited to):

- Through the School Development Plan
- The Staff Handbook
- Reports given to all Governors
- The School’s website
- Through training
- Through Pupil policies e.g. Behaviour for Learning Policy, Anti-bullying Policy
- Through focussed weeks such as Anti-bullying Week
- Through The Pupil Voice

### *Responsibility:*

As well as ensuring that the School complies with its Duty, the School understands that it is also responsible for ensuring that any third parties which exercise functions on behalf of the School are also capable of complying with the Duty and do so in practice. The School has concluded that the Headteacher will take responsibility for overseeing compliance with the Duty and in particular ensuring consistency of approach across the School so that the Duty forms an integral part of all

relevant decision-making processes, with sufficient information being obtained in advance to give due regard to the equality goals.

<b>Equality Action Plan</b>		<b>Actions to support and/or comply with Equality Duty</b>
<b>The school has identified the following strategies that are particularly relevant to its Equality Duty</b>		
<b>1.</b>	<p><b>Establishing, maintaining and developing a school culture and ethos</b></p> <p>At The Heights we:</p> <ul style="list-style-type: none"> <li>• Celebrate diversity/equality through our curriculum, and through assemblies and performances</li> <li>• Celebrate achievement through our reward system, as described in our Behaviour for Learning Policy, and through assemblies and other public celebrations</li> <li>• Promote positive attitudes towards people with disabilities and people of different ethnic groups / religions etc, through our PSHE (JIGSAW Programme) and RE curriculum and by staff modelling the attitudes we expect and through school policy and practice</li> <li>• Involve pupils, parents and staff in consultation about the school's development</li> <li>• Promote high expectations consistently and rigorously</li> <li>• Demonstrate sensitivity to pupils with disabilities through our day to day contacts</li> <li>• Communicate behaviour expectations, through our Behaviour for Learning Policy, our Anti-bullying Policy and through daily contact between staff and pupils</li> <li>• Ensure that we welcome applications for school places and jobs from all sections of society</li> </ul>	<p>At The Heights we will:</p> <ul style="list-style-type: none"> <li>• As part of our PSHE programme, increase opportunities for pupils to engage with issues of diversity Work on multiculturalism across the curriculum (See SMSC Gridmaker and PSHE JIGSAW Programme).</li> <li>• Develop the impact of Pupil Voice on school development planning</li> <li>• Conduct formal and regular surveys of our key stakeholders – pupils, parents and staff</li> <li>• Raise awareness and understanding of Equality Duty</li> <li>• Develop our work on e-safety, in particular in relation to cyber bullying</li> </ul>
<b>2.</b>	<p><b>Preventing and dealing effectively with bullying and harassment</b></p> <p>At The Heights we recognise that the groups covered in this policy are more vulnerable to bullying and harassment, so we:</p> <ul style="list-style-type: none"> <li>• Communicate to pupils, parents and staff our abhorrence of all forms of bullying and harassment though our Anti-bullying Policy, assemblies and special events, such as Anti-bullying Week</li> <li>• Ensure that any incidents are reported and addressed swiftly and effectively</li> <li>• Record, analyse and report bullying and harassment on grounds of race, gender, disability, sexual orientation etc.</li> </ul>	<p>At The Heights we will:</p> <ul style="list-style-type: none"> <li>• Continue to develop our work on e-safety</li> <li>• School Council will review our Anti-Bullying Policy</li> </ul>
<b>3</b>	<b>Listening to pupils, staff, parents and others</b>	

	<p>At The Heights we:</p> <ul style="list-style-type: none"> <li>• Want to further develop the impact of Pupil Voice on School Development planning</li> <li>• Actively seek staff views and listen to staff concerns, through our meetings and line management structures and our arrangements for Performance Management and Appraisal</li> <li>• Seek the views of parents, through newsletters, parent class rep meetings, consultations, the Governors' informal meeting and through surveys</li> <li>• Ensure we encourage, enable and hear the full range of views including those with disabilities</li> </ul>	<p>At The Heights we will:</p> <ul style="list-style-type: none"> <li>• Continue to conduct formal and regular surveys of our key stakeholders – pupils, parents and staff. Surveys of staff carried out March, June &amp; Oct 2020. Surveys of parents and pupils carried out Oct 2019.</li> </ul>
<p><b>4.</b></p>	<p><b>Equalising opportunities</b></p> <p>At The Heights we recognise that some of the groups covered in this policy are likely to be economically disadvantaged, so we:</p> <ul style="list-style-type: none"> <li>• Ensure school uniform is affordable, by limiting the number of items that have to be purchased through the school and reviewing prices so that cost reductions are passed on</li> <li>• Avoid putting parents under unnecessary financial pressure, for example by publishing details of trips well in advance and offering flexible payment plans</li> <li>• Promote the take-up of extra-curricular opportunities and subsidise the cost of a number of clubs.</li> <li>• Ensure that our charging policy is appropriate and reviewed regularly</li> <li>• Monitor take-up of extra-curricular opportunities</li> </ul>	<p>At The Heights we will:</p> <ul style="list-style-type: none"> <li>• Review the Uniform Policy with stakeholders.</li> <li>• Continue to monitor the take-up of extra-curricular opportunities</li> <li>• Use termly newsletters to Parents and Parent Planners to inform them in advance of trips etc.</li> <li>• Use Sport Premium to enhance the opportunities for all pupils to access extra-curricular opportunities</li> </ul>
<p><b>5.</b></p>	<p><b>Informing and involving parents and carers</b></p> <p>At The Heights we recognise that some of the groups covered in this policy are more likely to find school intimidating, strange or inaccessible, so we:</p> <ul style="list-style-type: none"> <li>• Explain how the school operates, through our Prospectus and Welcome to New Parents booklet, our website and by personal contact</li> <li>• Offer a range of ways of communicating between school and parents that meet parents' circumstances and needs, including telephone, email and provision of signers and interpreters where required</li> <li>• Encourage parents to let the school know if they have a particular disability or other need</li> <li>• Encourage parents to discuss their concerns, through informal contact with the class teacher, SENCo or Headteacher and more formally through parents' consultation evenings</li> <li>• Ensure that parents understand how well their child is progressing by holding 2 consultation evenings a year and by sending home a detailed annual report in the summer term</li> </ul>	<p>At The Heights we will:</p> <ul style="list-style-type: none"> <li>• Review the use of Ladders at Home and Tapestry portals which enable parents to receive clear information about their child's progress</li> <li>• Hold regular virtual/physical coffee mornings at school for parents including separate SEND parent meetings (COVID permitting).</li> <li>• Further develop and hold a range of information sessions for parents.</li> <li>• Develop and hold sessions for parents to support voluntarily in class e.g. 'Watch Us Learn' sessions every short term.</li> <li>• To continue to hold six-weekly meetings with Parent Class Reps.</li> </ul>

	<ul style="list-style-type: none"> <li>• Explain how parents can help their child at home, through parent information evenings, Tapestry and other portals.</li> <li>• Encourage parents to join the PTFA and/or governing body.</li> </ul>	
6.	<p><b>Welcoming new pupils and their families and helping them to settle in effectively</b></p> <p>At The Heights we recognise that some of the groups covered in this policy are more likely to find school intimidating, strange or inaccessible, and to move mid-year, so we:</p> <ul style="list-style-type: none"> <li>• Ensure a happy start to the school at normal times, through transitional visits and induction sessions</li> <li>• Ensure effective school transfer and induction mid-year, including 'buddying up' new pupils with another pupil</li> <li>• Ensure that extra help is given to pupils who find change of school challenging</li> <li>• Ensure well-planned school adjustments are made to cater for a child with disabilities – if possible in advance of starting at the school, through links between our SENCo and the feeder pre-schools and nurseries, also making use of outside agencies (Behaviour Support Service and ASC Outreach) to support transition visits.</li> </ul>	<p>At The Heights we will:</p> <ul style="list-style-type: none"> <li>• Include questions in our surveys of parents to measure satisfaction with transition arrangements.</li> <li>• Ensure the schools up to date SEND Local Offer is available to parents on the website.</li> <li>• Use Parent Class Reps to help welcome new families into the school community.</li> <li>• Continue to offer appropriate transitional visits to new starters.</li> </ul>
7.	<p><b>Addressing the full range of learning needs</b></p> <p>At The Heights we recognise that some of the groups covered in this policy are more likely to under-achieve, so we:</p> <ul style="list-style-type: none"> <li>• Ensure the curriculum is relevant, engaging and exciting</li> <li>• Ensure a range of appropriate teaching and learning styles, supported and underpinned by effective Assessment for Learning, and ensure effective classroom organisation</li> <li>• Ensure planning is based on earlier learning</li> <li>• Have assessment policies that promote learning for all</li> <li>• Track pupil progress, identifying under- performing pupils, and implement and monitor appropriate interventions</li> <li>• Ensure children develop strong learning behaviours</li> <li>• Ensure that all children are supported to develop metacognition strategies</li> <li>• Run specific intervention programmes for pupils with special educational needs</li> <li>• Promote and maintain high attendance by implementing our Attendance Policy</li> </ul>	<p>At The Heights we will:</p> <ul style="list-style-type: none"> <li>• Develop further the technique of provision mapping to ensure interventions are matched to need and their impact measured</li> <li>• Continue to develop the use of Assessment for Learning, Learning Ladders and Tapestry systems including the Gap Analysis to inform teacher's planning.</li> <li>• Continue to develop staff's confidence in teaching metacognition strategies.</li> <li>• Explicitly teach children about Learning Behaviours.</li> </ul>
8.	<p><b>Supporting learners with particular needs</b></p> <p>At The Heights we recognise that some of the groups covered in this policy are more likely to have particular needs, so we:</p>	<p>At The Heights we will:</p> <ul style="list-style-type: none"> <li>• Provide CPD for staff in working with pupils with specific</li> </ul>

	<ul style="list-style-type: none"> <li>• Provide learning for children out of school</li> <li>• Provide experiences through Google Classroom</li> <li>• Prepare Individual Challenge and Achievement Plans to focus on learning priorities where needed.</li> <li>• Ensure language support is available as required</li> <li>• Provide appropriate training to enable staff to meet particular learning needs - planned well in advance of a child's admission.</li> </ul>	<p>difficulties, such as Dyslexia and Autism.</p> <ul style="list-style-type: none"> <li>• Provide specific training in the use of the Sp &amp; Language Toolkit.</li> </ul>
<b>9.</b>	<p><b>Making the school accessible to all</b></p> <p>At The Heights we use our Accessibility Plan to ensure we:</p> <ul style="list-style-type: none"> <li>• Meet the needs of pupils, staff and others with physical disabilities</li> <li>• Meet the needs of pupils, staff and others with other disabilities</li> <li>• Ensure that curricular and extra-curricular opportunities are available for pupils with disabilities</li> <li>• Identify further developments to address outstanding issues where these constitute reasonable adjustments</li> </ul>	<p>At The Heights we will:</p> <ul style="list-style-type: none"> <li>• Review our Accessibility Plan on an annual basis.</li> </ul>
<b>10.</b>	<p><b>Ensuring fair and equal treatment for pupils</b></p> <p>At The Heights we recognise that the school needs to ensure that its policies and practice do not unlawfully discriminate, directly or indirectly, against pupils in the school, so we:</p> <ul style="list-style-type: none"> <li>• Assess the implications uniform requirements have on pupils and modify them where appropriate</li> <li>• Accommodate the needs of different cultures, races and religions where reasonably possible (in relation to wearing of uniform for example)</li> <li>• Monitor the use of sanctions to ensure that staff do not impose stricter disciplinary penalties on one group than they do in similar circumstances to others</li> <li>• Ensure where relevant that teaching or the expression of religious belief about same sex relationships is conveyed responsibly and sensitively.</li> </ul>	<p>At The Heights we will:</p> <ul style="list-style-type: none"> <li>• Review the Uniform Policy with all stakeholders.</li> <li>• Review our system for uniform purchase and the pricing structure.</li> <li>• Use reports from CPOMS to monitor and review fairness and equality of treatment for all pupils.</li> </ul>
<b>11.</b>	<p><b>Ensuring fair and equal treatment for staff and others</b></p> <p>At The Heights we recognise that the school needs to ensure that its policies and practice do not discriminate, directly or indirectly, against adults as well as pupils in the school, and that positive role models and a wider perspective will strengthen the school, so we:</p> <ul style="list-style-type: none"> <li>• Ensure that the School's equal opportunity and anti-discrimination policies are adhered to, at recruitment of staff and during their employment</li> <li>• Promote dignity at work, through (amongst other measures) compliance with the School's policies and procedures</li> <li>• Have development of all staff as one of our key commitments, making time each week for staff</li> </ul>	<p>At The Heights we will:</p> <ul style="list-style-type: none"> <li>• Ensure the effectiveness and value for money of CPD by tracking Performance Management CPD needs and seeking to maximise impact of online in-house training for all staff.</li> <li>• Develop the wellbeing working party, which is open to all staff.</li> <li>• Monitor the progress towards objectives in the wellbeing action plan.</li> </ul>

	development as well as having an effective Performance Management Policy, linking staff targets to the School Development Plan, and analysing training for impact on teaching and learning.	
<b>12.</b>	<p><b>Encourage participation of under-represented groups</b></p> <p>At The Heights we recognise that the school has an opportunity to model empowerment of all groups including disabled, ethnic, religious and socially &amp; economically disadvantaged groups, so we:</p> <ul style="list-style-type: none"> <li>• Recruit governors representative of the pupil population and/or community</li> <li>• Encourage the widest participation in Parents' Association (PTFA) activities, through newsletters and the school and PA websites</li> <li>• Support individuals and community groups to express their case on matters affecting themselves and their community.</li> </ul>	<p>At The Heights we will:</p> <ul style="list-style-type: none"> <li>• Continue to develop the use of the Parent Portals which will enable parents to receive clear information about their child's progress</li> </ul>
<b>14.</b>	<p><b>Monitoring and Evaluating compliance with the Duty</b></p> <p>At The Heights we recognise that compliance with the Duty depends upon ensuring that everyone is actively implementing it and that gaps and the need for further development will arise from effective evaluation, so we:</p> <ul style="list-style-type: none"> <li>• Train all staff &amp; governors on this Policy, and the School ethos that underpins it</li> <li>• Consult pupils, parents and staff on how the policy is working and how it could be improved</li> <li>• Monitor and review practice, as part of School Development Planning</li> <li>• Carry out impact assessments (when appropriate) to evaluate practice</li> <li>• Report to governors (including in the School SEF)</li> <li>• Report to parents (including in the School Prospectus) and pupils</li> </ul>	