

The Heights Primary School Policy for
EQUALITY
Version 1.5



Responsible officer: Headteacher
Responsible Committee: Pupil and Staff Welfare Committee

Date of last review: February 2022
Date of next review: February 2024

1. Rationale

This Equality Policy for The Heights Primary School brings together all previous policies, schemes and action plans around equality including those that we had previously for Race, Gender and Disability. It includes all the protected characteristics covered under the Equality Act 2010 as well as other aspects, which have the potential to discriminate against or to devalue any individuals within our community. We are further committed to the development of cohesive communities both within our school's physical boundaries and within our local, national and global environments. Our school embraces the aim of working together with others to improve children's educational and wellbeing outcomes, and notes the rights set out in the UN Convention on the Rights of the Child.

Our Equality Policy is inclusive of our whole school community – pupils/students, staff, parents/carers, visitors and partner agencies – whom we have engaged with and who have been actively involved in and contributed to its development.

The purpose of this Policy is to set out how our practice and policies have due regard to the need to:

- eliminate discrimination, harassment and victimisation;
- advance equality of opportunity and
- foster good relations between groups.

It explains how we aim to listen to and involve pupils, staff, parents and the community in achieving better outcomes for our children and young people.

2. Our school within the wider context

The national demographic presents an ever-changing picture in terms of age, ethnicity, disability and social deprivation.

The Heights Primary School is an average sized, two-form entry school with low social deprivation but a fair number of children who have English as an additional language and speak one or more languages fluently.

3. Overall aims of our Equality Policy

- To eliminate discrimination, harassment and victimisation.
- To promote equality of access and opportunity within our school and within our wider community.
- To promote positive attitudes to difference and good relationships between people with different backgrounds, genders, cultures, faiths, abilities and ethnic origins.

4. Our duties

We recognise and accept our equality duties as set out in the Equality Act 2010.

5. The roles and responsibilities within our school community

The Governing Body will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, pupils and parents, and that they are reviewed and updated at least once every two years.
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the Headteacher.

The Headteacher will:

- Promote knowledge and understanding of the equality objectives amongst staff and pupils.
- Monitor success in achieving the objectives and report back to governors.

All school staff are expected to have regard to this document and to work to achieve the objectives as set out in our Equality Action Plan.

6. Eliminating Discrimination

The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.

Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

Staff and governors are regularly reminded of their responsibilities under the Equality Act.

New staff receive training on the Equality Act and the school's Therapeutic Approach as part of their induction, and all staff receive refresher training.

The school has a designated member of staff (our Head) for monitoring equality issues.

7. Advancing Equality of Opportunity

As set out in the DfE guidance on the Equality Act, the school aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people which are connected to a particular characteristic they have (e.g. pupils with disabilities, or gay pupils who are being subjected to homophobic bullying).
- Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling Muslim pupils to pray at prescribed times).
- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all pupils to be involved in the full range of school clubs and activities).

In fulfilling this aspect of the duty, the school will:

- Publish attainment data each academic year showing how pupils with different characteristics are performing.
- Analyse the above data to determine strengths and areas for improvement, implement actions in response and publish this information.
- Make evidence available identifying improvements for specific groups.
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils.

8. Fostering Good Relations

The school aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE and PSHE, but also activities in other curriculum areas. For example, as part of teaching and learning in English/reading, pupils will be introduced to literature from a range of cultures.
- Holding assemblies dealing with relevant issues. Pupils will be encouraged to take a lead in such assemblies and we will also invite external speakers to contribute.
- Working with our local community. This includes inviting leaders of local faith groups to speak at assemblies, and organising school trips and activities based around the local community.
- Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school. For example, our school and Eco councils have representatives from different year groups and are formed of pupils from a range of backgrounds. All pupils are encouraged to participate in the school's activities, such as sports clubs.
- We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach.

9. Equality Considerations In Decision-Making

The school ensures it has due regard to equality considerations whenever significant decisions are made.

The school always considers the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, the school considers whether the trip:

- Cuts across any religious holidays
- Is accessible to pupils with disabilities
- Has equivalent facilities for boys and girls

10. Equality Objectives

To promote the awareness between children, staff and parents of the protected characteristics as set out in the Equality Act. - through an engaging PSHE/SMSC curriculum.

To foster good relations between people who share a protected characteristic and those who do not. - all staff to promote healthy friendships and record incidents of prejudice-related bullying.

To robustly challenge inappropriate language and behaviour amongst any group within the school and community; taking any opportunity to educate. - build/continue to develop an environment where everybody feels safe and safe to challenge others where their behaviour falls short of what is expected within The Heights Primary School and the wider community.

To raise the achievement of BAME pupils - Work collaboratively with our network learning community of schools.

To be an anti-racist school.

11. Monitoring Arrangements

- The Headteacher will update the equality information we publish annually.
- This policy will be reviewed by the Full Governing Body at least every two years.

Amendments:

<u>Version</u>	<u>Date</u>	<u>Updated/reviewed</u>
1.1	January 2014	First version finalised
1.2	September 2014	Reviewed by Governors
1.3	November 2020	Re-write of policy
1.4	March 2021	Equal Opportunities Policy merger into this Policy
1.5	February 2022	Updated and replacing MG11