

Hayfield Primary School's

Policy for

Equalities for All

HAYFIELD PRIMARY SCHOOL

Loving learning, loving life

Equalities for All Policy

Our School Vision

Our pupils will be happy, healthy and caring, with a positive attitude to learning and life. The school community will be respectful, resourceful and open-minded in all that it does. Children will be helped to develop the confidence, knowledge and skills to reach their potential and make a positive contribution to society.

Our Mission Statement

We want every child to:

- **be happy and secure**, and to know how to keep themselves healthy and safe.
- **have good self-esteem**, to develop a strong sense of self-worth, with the resilience and confidence to achieve success, develop own interests, strengths and talents, and fulfil potential.
- **love learning**, and experience a rich, vibrant, engaging curriculum, and become life-long, enthusiastic learners who ask questions to develop their thinking and a growth mindset.
- **make excellent progress** across the curriculum, especially in English, Mathematics and Science, achieving the highest standards of competence of which they are capable.
- **be a good citizen**, to develop a strong sense of community, citizenship and social awareness, with integrity and a good code of morals and ethics by which to lead their lives and set an example to others.
- **form positive relationships** and to know how to be a good friend: be caring; share and take turns; have trust, tolerance and respect; be a good listener and empathise.

Our school curriculum, which will include the National Curriculum, will be driven by an emphasis on:

The community

Working together with parents, friends, local schools and businesses to provide enriched and relevant learning experiences for all.

The environment

Having a good understanding of sustainability and environmental issues affecting our world; and showing care, respect and responsibility for the environment, both at local and global level.

Enterprise Education

Being creative, working well with others, developing leadership, using initiative, being positive, taking risks, solving problems, developing a 'can do' attitude and making links with the world of work.

Sports and the Arts

Having opportunities to experience a wide range of sports, music, art and drama, and to recognise and develop individual talents and interests.

Introductory notes

Since the Equality Act 2010 came into effect in April 2011 there has no longer been a requirement that schools should draw up and publish equality schemes or policies. It is still good practice, however, for a school to make a statement about the principles according to which it reviews the impact on equalities of its policies and practices, and according to which it fulfils the specific duties to publish information and evidence, and to decide on specific and measurable objectives.

In its overall framework this model policy is based on the race equality policy that Derbyshire developed in response to the Race Relations Act 2000, and that was included in *Here, There and Everywhere: belonging, identity and equality in schools* published by Trentham Books in 2004. It was later expanded and modified in the light of the Equality Act 2010, and of the general and specific duties that the Act entails.

It is presented here in two versions. First, there is a summary containing the essential points. Second, there is the full statement.

SUMMARY STATEMENT

Principles

Our school is committed to equality for all. Therefore:

- We do our best to ensure that everyone is treated fairly and with respect.
- We make sure the school is a safe, secure and stimulating place for everyone.
- We recognise that people have different needs, and we understand that treating people equally does not always involve treating them all exactly the same.
- We recognise that for some pupils extra support is needed to help them to achieve and be successful.
- We do our best to make sure that people from different groups are consulted and involved in our decisions, for example, through talking with pupils and parents and carers, and through our School Parliament.

Legislation

- We welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.
- Under the Equality Act 2010 we welcome our general duty to eliminate discrimination, to advance equality of opportunity and to foster good relations; and our specific duties to publish information every year about our school population; to explain how we have due regard for equality;

and to publish equality objectives which show how we plan to tackle particular inequalities of outcome, and reduce or remove them.

- Similarly, in accordance with the Equality Act 2010 we aim to make sure that no-one experiences less favourable treatment or discrimination because of their age; any disability they may have; their ethnicity, colour or national origin; their gender; their gender identity or reassignment; their marital or civil partnership status; being pregnant or having recently had a baby; their religion or beliefs; their sexual identity and orientation.
 - We welcome the general principles of the United Nations Convention on the Rights of the Child (UNCRC) and accordingly have regard in particular for the needs of children and young people who are disadvantaged or vulnerable, and their parents and carers.
 - We welcome the emphasis in the Ofsted framework on the importance of diminishing differences in achievement which affect, amongst others:
 - pupils from minority cultural and ethnic backgrounds
 - pupils who belong to lower-income households, including those in receipt of free school meals
 - pupils who are 'looked after', in care or have been adopted
 - pupils who have a disability
 - pupils who have special educational needs
 - boys in certain subjects, and girls in certain subjects.
-

FULL STATEMENT

Legal framework

1. We welcome our duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age (as appropriate), disability, ethnicity, gender (including issues of transgender, and of maternity and pregnancy), religion and belief, and sexual identity.
2. We welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.
3. We recognise that these duties reflect international human rights standards as expressed in 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.

Guiding principles

In fulfilling the legal obligations cited above, we are guided by nine principles:

Principle 1: All learners are of equal value

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

- whether or not they are disabled
- whatever their ethnicity, culture, national origin or national status
- whatever their gender or gender identity
- whatever their religious or non-religious affiliation or faith background
- whatever their sexual identity.

Principle 2: We recognise and respect difference

Treating people equally (Principle 1 above) does not necessarily involve treating them all the same. Our policies, procedures and activities must not discriminate but must nevertheless take account of differences of life-experience, outlook and background, and in the kinds of barrier and disadvantage which people may face, in relation to their:

- disability, so that reasonable adjustments are made
- ethnicity, so that different cultural backgrounds and experiences of prejudice are recognised
- gender, so that the different needs and experiences of girls and boys, and women and men, are recognised
- religion, belief or faith background
- sexual identity.

Principle 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 towards disabled people and those with additional needs, good relations between disabled and non-disabled people, and an absence of harassment of disabled people and those with additional needs

- positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, religious affiliation, national origin or national status, and an absence of prejudice-related bullying and incidents
- mutual respect and good relations between boys and girls, and women and men, and an intolerance of harassment of people of different sexual or gender identity.

Principle 4: We observe good equalities practice in staff recruitment, retention and development

We ensure that policies and procedures should benefit all employees and potential employees, for example in recruitment and promotion, and in continuing professional development:

- whatever their age
- whether or not they are disabled
- whatever their ethnicity, culture, religious affiliation, national origin or national status
- whatever their gender or sexual identity, and with full respect for legal rights relating to pregnancy and maternity.

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

In addition to avoiding or minimising possible negative impacts of our policies, 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
- girls and boys, women and men, and people of different sexual or gender identity (including LGBT).

Principle 6: We consult and involve widely

We engage with a range of groups and individuals to ensure that those who are affected by a policy or activity are consulted and involved in the design of new policies, and in the review of existing ones. We consult and involve, where relevant:

- disabled people as well as non-disabled
- people from a range of ethnic, cultural and religious backgrounds

- girls and boys, women and men, and people of different sexual or gender identity (including LGBT).

Principle 7: Society as a whole should benefit

We intend that our policies and activities should benefit society as a whole, both locally and nationally, by fostering greater social cohesion, and greater participation in public life of:

- disabled people as well as non-disabled
- people of a wide range of ethnic, cultural and religious backgrounds
- girls and boys, women and men, and people of different sexual or gender identity (including LGBT).

Principle 8: We base our policies and practices on sound evidence

We maintain and publish quantitative and qualitative information which shows our compliance with the public sector equality duty (PSED) set out in clause 149 of the Equality Act 2010, and on the basis of which we decide on specific and measurable objectives.

Evidence relating to equalities is integrated into our self-evaluation documentation.

Principle 9: Measurable objectives

We formulate and publish specific and measurable objectives, based on the consultations we have conducted (principle 6) and the evidence we have collected and published (principle 8).

The objectives we identify take into account national and local priorities and issues, as appropriate.

Our equality objectives are integrated into the school improvement plan.

We keep our equality objectives under review and report annually on progress towards achieving them.

The curriculum

1. We keep each curriculum subject or area under review in order to ensure that teaching and learning reflect the principles set out in this policy. Please see our PSHE curriculum: ASK About Life.

Ethos and organisation

2. We ensure the principles set out in this document apply to the full range of our policies and practices, including those that are concerned with:

- pupils' progress, attainment and achievement
- pupils' personal development, welfare and well-being
- teaching styles and strategies
- admissions and attendance
- staff recruitment, retention and professional development
- care, guidance and support
- behaviour, discipline and exclusions
- working in partnership with parents, carers and guardians
- working with the wider community.

Addressing prejudice and prejudice-related bullying

3. The school is opposed to all forms of prejudice which stand in the way of fulfilling the legal duties referred to in paragraphs 1–3:
 - prejudices around disability and special educational needs
 - prejudices around racism and xenophobia, including those that are directed towards religious groups and communities, for example antisemitism and Islamophobia, and those that are directed against Travellers, migrants, refugees and people seeking asylum
 - prejudices reflecting sexism and homophobia (including those of LGBT people).
4. There is guidance in the staff handbook on how prejudice-related incidents should be identified, assessed, recorded and dealt with.
5. We keep a record of prejudice-related incidents and, if requested, provide a report to the local authority about the numbers, types and seriousness of prejudice-related incidents at our school and how they are dealt with.

Roles and responsibilities

6. 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.
7. A member of the governing body has a watching brief regarding the implementation of this policy.
8. The headteacher is responsible for implementing the policy; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination.

9. A senior member of staff has day-to-day responsibility for co-ordinating implementation of the policy.
10. All staff are expected 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 this policy
 - 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

11. 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.
12. 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

13. 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

14. 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

15. 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 headteacher and governing body.

Monitoring and review

16. We collect, study and use quantitative and qualitative data relating to the implementation of this policy, and make adjustments as appropriate.

17. In particular we collect, analyse and use data in relation to achievement, broken down as appropriate according to disabilities and special educational needs; ethnicity, culture, language, religious affiliation, national origin and national status; and gender.

PLEASE SEE APPENDICES (1-3) ATTACHED TO THIS POLICY

This policy was approved by the Governing Body on:

Review date	Signed by Chair of Governors	Signed by Headteacher

APPENDIX 1

Equal Opportunities Affecting Particular Groups

There are times when an individual or a group of people need additional support to assist them in reaching their full potential. It is our aim to recognise these areas of concern and to act accordingly. We have a special educational needs register, a register of disadvantaged pupils and provision maps for every class to record, track, monitor and review provision and progress. Staff, including our strong team of teaching assistants, are trained to recognise and cater for pupils' individual needs and how to cope with them in a safe, sensitive and effective way.

We have identified particular groups and we aim to address equality in the following ways:

Class

The school values its staff and pupils. We are not judgmental of our families regarding their employment status and all people are valued regardless of social background and social or economic needs.

We recognise that some families have difficulty paying for school trips and arrangements are made to provide support. We have a system of collecting dinner money which is sensitive and does not cause embarrassment for those receiving free provision.

It is recognised that homework can be more difficult for pupils with little space or extra responsibility at home. Staff are sensitive to these issues and invite parents to discuss difficulties so that an understanding exists between parent and teacher.

Pupil Premium

We ensure that all children who have free school meals, or have had free school meals at any time during the last six years ('Ever 6'), or are 'Looked After' children (this now includes adopted children and those under a Residence Order or a Special Guardianship Order) are supported, through pupil premium funding, to achieve their potential and that any barriers to their learning are removed. Please see our Pupil Premium Strategy and information about spending of pupil premium funding.

Gender

The attainment of boys and girls differs significantly at Hayfield. Raising the attainment and progress of our low achieving boys is an ongoing priority in our school.

Topics are carefully chosen and planned so as to engage and motivate both boys and girls. We are constantly developing our practice to ensure that boys are becoming more self-motivated to learn. Developments include more active learning, talking partners, enterprise education, drama, appropriate use of ICT and outdoor learning. Where appropriate, teachers may organise single sex groups to ensure equal access to equipment and to encourage individuals to take a more positive role within the group. We are very aware of stereotyping and ensure resources portray both men and women, boys and girls, in a wide range of roles, and that the language we use is non-sexist and is clear and direct when talking to boys, as appropriate to the context.

We encourage all our boys and girls to be assertive and articulate and to be proud of their abilities.

Learning Ability

The school welcomes pupils of all levels of attainment and we recognize that children learn in different ways and that some learn more slowly or quickly than others. Through adopting a personalised approach to teaching and learning, using a variety of teaching styles and classroom management strategies, we ensure that all pupils have their entitlement to a broad, balanced and relevant curriculum.

Much time, care and resources are put into the identification of children with additional needs and the planning, implementation and assessment of individual educational plans (IEP) and impact of intervention/catch-up programmes. Our goal always is to diminish the difference by helping underachievers to catch up with their peers and reach age-related expectations. Children with additional needs are treated with equal respect and valued by all members of the school community.

We work closely with a full range of services, e.g. Educational Psychologist, Behaviour Support, Welfare Support, Speech and Language Therapist, CAMHS, the School Nurse, GPs, Occupational Therapy, Physical Impairment, Positive Play, Social Care etc, to ensure that the needs of all children, regardless of their additional needs, are addressed.

All staff have high expectations of every child, regardless of his or her different learning ability. There is a wide range of resources available to cater for pupils of all abilities, including those with high ability and specific talents, and work is always differentiated appropriately so that pupils can achieve their potential.

Physical Ability

The school welcomes staff and pupils with differing physical abilities. The school is on one floor but built on an incline, so there is a ramp to the rear entrance to allow wheelchair access and ramps on the playground to allow access to the different levels. We have two toilets adapted for the use of physically disabled people, an induction loop system for children with hearing disability, writing slopes, large print and coloured paper/transparencies for

those with visual difficulties and intervention programmes for children with poor gross/fine motor skills or other physical difficulties.

We try to use resources which challenge stereotypical views of those with different physical abilities and do not tolerate any discrimination against this group.

Race

The school recognises that Hayfield does not have a racially diverse population and, therefore, the curriculum needs to reflect cultural and racial diversity in as rich a way as possible, e.g. Cultural Diversity Week, speakers from other cultures in assembly, charity work, links with other schools with multi-racial populations.

Resources should give a positive view of our multi-racial society and encourage respect for people as individuals. Resources should present a global view of the world.

All staff and pupils are encouraged to adopt a respectful awareness of other cultures and languages, to be thoughtful, tactful and to examine and be critical of their own racial prejudices. It is important to remember that racism can take place on a conscious and unconscious level. Racism at any level is always challenged and discussed, and is reported to the local authority, as authorised.

Religion

We welcome families of any religious or non-religious persuasion. All individuals have the right to express their religious views and practices within the constraints of the National Curriculum, whilst maintaining respect for the belief of others.

Lessons and assemblies regarding religion give pupils opportunities to learn about the variety of world religions. Pupils are encouraged to accept and respect a variety of religious and cultural views and beliefs within the religions studied. Pupils are encouraged to challenge stereotypes and discuss diversity.

Displays and resources should reflect the diversity of religions. Parents have the right to withdraw their child from R.E. lessons and collective worship.

All staff recognise their duties under the Prevent Strategy, having due regard to the need to prevent all children from being drawn into terrorism and to protect them from extremism and risk of radicalisation.

Sexuality

The school welcomes parents, carers and staff, whatever their sexual orientation. Homophobia at any level is always challenged and discussed, and is reported to the local authority, as authorised.

Mental health and drug/alcohol abuse

The school is sympathetic to the needs of families with mental health issues or drug or alcohol abuse. Information given to teachers is treated with sensitivity and only passed on to other members of staff who have contact with the child and may need to be aware of a particular home situation.

When teaching children about the dangers of drug and alcohol abuse, teachers are sensitive to the experiences of children in their class. We aim to give factual information in a balanced non-judgemental way. We encourage children to discuss issues and develop their own opinions.

Offensive language is challenged and staff explain why certain language is considered offensive to groups of people.

Dealing with Harassment/Bullying

Harassment on account of ability, gender, race, religion, sexuality or social background is unjust and totally unacceptable. Harassment can take many forms including verbal or physical abuse, name calling, exclusion from groups and games, unwanted looks or comments, jokes and graffiti - increasingly online.

We aim to take all incidents of harassment/bullying very seriously and the school has a statutory responsibility to deal with racial and sexual harassment, reporting all incidents, however minor, to the Local Authority, using their online system.

We have developed a clear procedure for dealing with complaints and grievances including those regarding harassment. For more information, please see the Complaints Procedure, Online Safety Policy and Anti-Bullying Policy.

APPENDIX 2: Summary of EQUALITY ACT 2010

A single, consolidated source of discrimination law and, for schools, a single Equality Duty replacing the three separate duties on race, disability and gender.

It makes it unlawful for the responsible body of a school, or anyone employed within it, to discriminate against, harass or victimise a pupil or potential pupil (or a pupil who has left)

- in relation to admissions,
- in the way it provides education for pupils,
- in the way it provides pupils access to any benefit, facility or service, or
- by excluding a pupil or subjecting them to any other detriment.

The Act deals with the way in which schools treat pupils. The relationship between one pupil and another is not within its scope. Schools do have a duty, however, to protect pupils from bullying and would be behaving unlawfully should it treat bullying related to a protected ground less seriously than other forms of bullying.

Key changes

- Curriculum – content excluded from the Act but the **delivery** (and availability) of the curriculum is included. This ensures schools can include a range of issues, ideas and materials in the curriculum and expose all pupils, regardless of gender, race, religion or ability, to thoughts and ideas of all kinds, however controversial/challenging.
- Acts of Worship are not covered by the Act and should be of a broadly Christian nature.
- It is now unlawful to ask health related questions for job applicants, unless specifically related to intrinsic function of the work.
- By making special provision for an identified group, ensure that others are not excluded should they have the same needs.
- Unlawful to discriminate, victimise or harass a child for anything done in relation to the Act by parent or sibling, i.e. by association.
- General principle: treat male/female, black/white, gay/straight equally; but you may need to treat disabled pupils differently.

The 2010 Equality Act requires schools to have due regard to the need to:

- **Eliminate unlawful discrimination (direct and indirect), harassment and victimisation (directly or by association)** and other conduct prohibited by the Act
(*Evidence might include: a statement of equality in key policies, e.g. Behaviour & Discipline, SEN, Anti-Bullying, Safeguarding, Curriculum; minutes of governor and staff training sessions; monitoring records of equality issues.*)
- **Advance equality of opportunity** between people who share a protected characteristic (as listed in the table) and those who do not
(*Evidence might include: data analysis showing the school's response to underperformance of different groups; School Development Plan objectives; records showing how we encourage pupils with a particular characteristic to participate in range of activities.*)
- **Foster good relations** between people who share a protected characteristic and those who do not
(*Evidence might include: curriculum planning, e.g. teaching of tolerance and friendship; school policies, e.g. behaviour & Discipline, Anti-Bullying; assembly plans; involvement in the local community; links with other schools containing children from different backgrounds.*)

Changes in the Equality Act specific to particular characteristics

<p>Age</p>	<p>This is in relation to employment; it does not apply to pupils. Schools are free to organise children in age groups and treat pupils in ways appropriate to their age and stage of development.</p>
<p>Disability (physical or mental impairment having substantial or long term adverse effect)</p>	<p>To put them on a more level footing, disabled pupils can be treated more favourably than non-disabled pupils. Reasonable adjustments must be made for both disabled pupils <i>and</i> staff. Statemented pupils will still be provided for by the LA. No disabled pupil or adult working in school should be harassed because of their disability. Accessibility plans must aim to:</p> <ul style="list-style-type: none"> • Increase the extent to which disabled pupils can participate in the curriculum • Improve the physical environment to enable disabled pupils to take better advantage of education, benefits, facilities and services provided • Improve the availability of accessible information to disabled pupils
<p>Sex</p>	<p>Single-sex schools are not in breach of the Act for refusing to admit pupils of the opposite sex. Neither sex should be singled out for different or less favourable treatment. Single-sex classes are fine provided that this does not give unfair advantage/disadvantage to one sex or the other. A boys' reading group, for example, is acceptable provided that girls with the same need have similar provision. Single-sex sports are permitted, e.g. boys' football team, but girls would have to be allowed equal opportunities to participate in comparable sporting activities.</p>
<p>Race</p>	<p>Includes colour, nationality and ethnic origins. Schools cannot impose stricter disciplinary penalties on pupils from a particular background, or treat a certain group more favourably. Segregation of pupils by race is direct discrimination. However, schools can take positive action to deal with particular disadvantages affecting children of one racial or ethnic group.</p>
<p>Religion or Belief</p>	<p>Faith schools may discriminate on grounds of religion in relation to admissions. Religious education may also have a bias towards own faith. However, they cannot treat a pupil in their school less favourably because the pupil is not of the school's faith. Discrimination because of religion or belief, or lack of religion or belief, is unlawful. This includes discrimination against another person of the same religion/belief as the discriminator.</p>
<p>Sexual Orientation</p>	<p>Gay, lesbian or bi-sexual pupils, or children of gay, lesbian or bi-sexual parents, must not be singled out for different or less favourable treatment. Schools (or teachers) whose religious character shapes their views on same-sex relationships must adhere to the curriculum but they can express their views in a responsible and appropriate way, provided such views do not extend to discrimination.</p>
<p>Gender Reassignment</p>	<p>New to the Act is the inclusion of pupils (adults already included) but unlikely to be relevant to primary schools. Schools must ensure that all gender variant pupils, or pupils of transgender parents, are not singled out for different or less favourable treatment.</p>
<p>Pregnancy & Maternity</p>	<p>It is unlawful (new under this Act) to treat a pupil less favourably because she becomes pregnant or has recently had a baby. Exclusion not permitted but no more than 18 weeks authorised absence permitted. LAs have responsibility to educate and re-integrate pregnant pupils.</p>

CLAIRE FISHER, JAN 2012