



# **Henham and Ugley Primary and Nursery School**

## **Equality Policy**

**February 2020**

## **Introduction**

This policy outlines the commitment of the staff and Governors to promote equality and equity across Henham and Ugley Primary and Nursery School. This involves tackling the barriers which could lead to unequal outcomes for identified groups of pupils in school, ensuring there is equality of access for all and celebrating and valuing the diverse heritage and strengths of the school community. We believe that equality and equity at our school should permeate 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 Henham and Ugley Primary and Nursery School, equality is a key principle for treating all people with equal regard, irrespective of their gender, ethnicity, disability, religious beliefs/faith tradition, sexual orientation, age or any other recognised area of discrimination.

## **Monitoring and Review**

The member of staff responsible for co-ordinating the monitoring and evaluation of this policy is the Headteacher, who will be responsible for:

- providing updates on equalities legislation and the school's responsibilities in this regard;
- working closely with the governors in this area;
- supporting positively the evaluation activities that monitor the impact and success of the policy on pupils from different groups, e.g. SEN, Looked After Children (LAC), Minority Ethnic including Traveller and EAL pupils and pupils entitled to Free School Meals and Pupil Premium Grant funding (PPG), in the following recommended areas:
  - pupils' progress and attainment
  - teaching and learning
  - behaviour discipline and exclusions
  - attendance
  - admissions
  - incidents of prejudice related bullying and all forms of bullying
  - parental involvement
  - participation in extra-curricular and extended school activities
  - staff recruitment and retention
  - visits and visitors
  - supporting positively the evaluation activities that monitor the equality of staff.

## **Public Sector Equality Duty**

The Public Sector Equality Duty requires our school to publish information about Equalities. The Equality Act 2010 clearly states that the requirements of the following groups must be considered. People identified in the following groups are considered to have a protected characteristic.

Protected Characteristics – schools have a direct duty to publish information about how they are meeting the needs and requirements of the following groups who are deemed to have protected characteristics:

- Disability
- Sex (gender)
- Race (ethnicity)
- Pregnancy and Maternity
- Religion and Belief

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- Sexual Orientation
- Transgender

There are also two additional groups deemed to have protected characteristics where schools do not have a direct duty to publish information:

- Age
- Marriage and Civil Partnership

The information we publish and analyse must be clearly linked to the three aims (General Duties) of the Public Sector Equality Duty and must outline the action we are taking to achieve the objectives.

### **General Duties**

The three aims of the Public Sector Equality Duty are to:

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

### **POLICY COMMITMENTS    Promoting Equality: Curriculum**

We aim to provide all our pupils with the opportunity to succeed and to reach their potential. To achieve this we will provide and ensure:

- curriculum planning that reflects a commitment to equality;
- a curriculum which prepares pupils for life in a diverse society and uses opportunities to reflect on the background and experiences of all pupils and families in the school;
- opportunities throughout the curriculum to explore concepts and issues related to identity and equality;
- a curriculum which promotes and fosters 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.

### **Promoting Equality: Achievement**

Henham and Ugley Primary and Nursery School demonstrates consistently high expectations of all pupils regardless of age, gender, ethnicity, ability, social background and sexual orientation. To secure the best possible outcomes we recognise that:

- adults in the school must provide good, positive role models in their approach to all issues relating to equality of opportunity;
- staff must identify the particular needs of individuals and groups within the school and to use targeted interventions to narrow gaps in achievement and progress;
- staff must place a high priority on the provision for special educational needs and disability;

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- staff must use a range of teaching methods throughout the school to ensure that effective learning takes place at all stages for all pupils and to ensure that all pupils are encouraged to take responsibility for their own learning.

### **Promoting Equality: Ethos and Culture**

At Henham and Ugley Primary and Nursery School, all adults are instrumental in demonstrating tolerance and mutual respect between all members of the school community, in keeping with both our school and British values. Staff, governors and volunteers must demonstrate and model school values with and for pupils and each other.

Through this approach, we will achieve the following:

- a feeling of openness and tolerance which welcomes everyone to the school;
- consistent demonstration of school values by and towards all members of the school community;
- high quality displays around school which reflect our values-based curriculum and our diverse school community;
- reasonable adjustments within our values-based curriculum and to the environment to ensure access for pupils, staff and visitors (including parents) with additional needs and disabilities;
- provision made to cater for the cultural, moral and spiritual needs of all children through planning of both assemblies, classroom based and off site activities;
- an effective pupil voice, for example through the Pupil School Council and through pupil perception surveys which regularly seek their views;
- contributions in school provided by role models from a range of backgrounds so that different groups of pupils can see themselves reflected positively in the school community.

### **Promoting Equality: Staff Recruitment and Professional Development**

- All posts are advertised formally and open to the widest pool of applicants;
- All those involved in recruitment and selection are trained and aware of what they should do to avoid discrimination and ensure good equality practice through the recruitment and selection process;
- All supply staff and contractors are made aware of equalities policy and practice;
- Employment procedures are reviewed regularly to check conformity with legislation and impact.

### **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 (the Headteacher) responsible for recording and monitoring incidents;
- The school reports to Governors and the LA the number of prejudice related incidents recorded in the school.

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## **Promoting Equality: Partnerships with Parents/Carers and the Wider Community.**

Henham and Ugley Primary and Nursery School aims to work in partnership with parents/carers.

We:

- Take action to ensure parents/carers from all backgrounds are encouraged to participate in the full life of the school;
- 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 the parents/carers of newly arrived pupils, e.g. those with EAL, those from traveller communities or those with disabilities, are made to feel welcome.

### **Responsibility for the policy**

In our school, all members of the school community have a responsibility for the promotion of equalities.

The Governing Body has 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 schemes are easily identifiable (these may be included within the School Development Plan, the school's access plan or may be standalone documents);
- The actions, procedures and strategies related to the policy are implemented;
- The Governing Body will have an overview on all prejudice related incidents or incidents which are a breach of this policy and ensure that appropriate action is taken in relation to these incidents.

The Headteacher and Senior Leadership have responsibility for:

- In partnership with the Governing body, providing leadership and vision in respect of equality;
- Overseeing the implementation of the equality policy and schemes;
- Co-ordinating the activities related to equality and evaluating impact;
- Ensuring that all who enter the school are aware of, and comply with, the equalities policy;
- Ensuring that staff are aware of their responsibilities and are given relevant training and support;
- Taking appropriate action in response to racist incidents, discrimination against persons with a disability and sexual harassment and discrimination.
- Publishing annual data on equality in the workforce.

All school staff have responsibility for:

- The implementation of the school equalities policy and schemes;
- Dealing with incidents of discrimination and knowing how to identify and challenge bias and stereotyping;

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- Ensuring they do not discriminate on grounds of ethnicity and culture, disability, sexual orientation or other equality issues;
- Keeping up to date with equalities legislation by attending training events organised by the school or Local Authority or recognised training provider.

### **Measuring the impact of the policy**

The equalities policy and all other relevant policies will be evaluated and monitored for their equality impact on pupils, staff, parents and carers from the different groups that make up our school. The main findings from equality impact assessments will be published for the school community.