



Hartington C of E Primary School

“Caring & sharing as part of God’s family”

“Loving our neighbour as we love ourselves” - Luke 10:27

Equality Policy

School Statement on equality

Every person in our school community has been made in the image of God and is loved unconditionally by God. Everyone is equal and we treat each other with dignity and respect. Our school is a place where everyone should be able to flourish in a loving and hospitable community. Each person in all their unique difference should be able to thrive, irrespective of physical appearance, gender, race, religion, ethnicity, socio-economic background, academic ability, disability, sexual orientation or gender identity.

We are committed to promoting the understanding of the principles and practices of equality – treating all members of our school community as individuals, according to their needs, with an awareness of our diverse society and appreciating the value of difference. We actively seek to challenge discrimination and we promote an anti-bullying stance which makes clear the unacceptability of racist, disablist and homophobic, biphobic and transphobic bullying and language.

Signed _____ Chair of Governors Date: _____

Signed _____ Head teacher Date: _____

Next review: July 2020

1. Legal framework

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, gender identity, race, religion, sex and sexual orientation.

We welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.

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.

2. Guiding principles and Overall aims of our Equality Policy

Hartington C of E Primary School seeks to foster warm, welcoming and respectful environments, which allow us to question and challenge discrimination and inequality, resolve conflicts peacefully and work and learn free from harassment and violence.

We recognise that there are similarities and differences between individuals and groups but we will strive to ensure that our differences do not become barriers to participation, access and learning and to create inclusive processes and practices, where the varying needs of individuals and groups are identified and met. We therefore cannot achieve equality for all by treating everyone the same.

We will build on our similarities and seek enrichment from our differences and so promote understanding and learning between and towards others to create cohesive communities.

Our approach to equality will enable the whole school community to develop an understanding of the diversity of the world in which they live, in a safe, nurturing environment. To be able to demonstrate empathy, tolerance and respect for all living things thereby loving our neighbour as they love themselves. This will be based on the following key principles:

- 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 differences and good relationships between people with different backgrounds, genders, cultures, faiths, abilities and ethnic origins.

To ensure that equality and inclusive practice are embedded across all aspects of School life the Equality Policy refers to the UN Convention on the Rights of the Child, which includes recognition of a range of educational, wellbeing, and material outcomes.

3. Development of the Equality Policy

Staff, Governors, pupils and parents in consultation with the guidance for Church of England booklet 'Valuing all God's Children' have worked collaboratively together to produce this policy.

This Equality Policy for Hartington C of E Primary School 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.

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 pupils, staff, parents/carers and the community in achieving better outcomes for our children and young people.

We recognise that hate incidents or prejudice - based bullying behaviour is driven by negative assumptions, stereotypes or misinformation. These are then directed against an individual or group, based on difference (real or perceived), and linked to, for example, racism, homophobia, negative views of disabled people or sexism. We will take action to prevent, challenge and eliminate any such behaviour.

We recognise that we as individuals and society often struggle with difference of any kind (perceived or actual), which can result in seizing upon the most visible sign of difference e.g. skin colour or disability.

Through our school vision, ethos (British Values) and curriculum, we want our pupils to understand better the diversity that exists in society. We want to provide opportunities for them to explore the subtleties and complexities in order to prevent and respond to incidents and situations. We will address the experience, understanding and needs of the victim, the perpetrator, bystanders and the wider school community through our actions and responses.

We will record all hate incidents and prejudice based bullying. We will use this information to identify trends and patterns, so that we have approaches in place to provide appropriate responses in terms of support for victims and their families, sanctions and support for perpetrators and their families and education for our children, young people and communities.

We expect staff/pupils/parents/carers/governors/teaching students to take an active stand against all forms of discrimination and always to report it the following:

- Head Teacher
- Class teacher/ SLT
- Chair of Governors
- Any adult member of staff
- To a school peer buddy/ house captain/ head girl/boy/ prefect.

All incidents of a racial nature are logged and dealt with as they occur and formally recorded by the Head teacher. Persistent incidents are reported to Parents/Governing Body and subsequently the LA. Regular monitoring of bullying takes place and our school Preventing and Tackling Bullying policy was last reviewed in July 2019.

4. Links to other policies and documentation

We ensure that the principles listed above apply to all of our policies and practice including those that are concerned with:

- Pupils' progress, attainment and achievement
- Pupils' personal development and wellbeing
- Teaching styles and strategies
- SMSC and PSHE
- Admissions and attendance
- Staff recruitment, retention and professional development
- Care, guidance and support
- Special educational needs
- Behaviour, discipline and exclusions
- Bullying and addressing prejudice related bullying
- Working in partnership with parents, carers and guardians
- Working with the wider community

We also ensure that information about our responsibilities under the Equality Act are included in our school development plan, self-evaluation review, policy documentation, school web site and newsletters.

5. Our school within the wider context

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

- 100 % of the school population ascribe themselves as *White British*.
0 % of the school are non-white.
- The home language is English in 100 % of homes.
- 5.5% of the school are eligible for free school meals.
- There are currently – 5.5% children looked after by the local authority.
- 33% of students are supported by *School Action/ GRIPs or EHCP*.
- 66% of students are female and - 33% are male.

6. Our Procedures

We seek to embed equality of access, opportunity and outcome for all members of our school community, within all aspects of school life.

We actively seek out opportunities to embrace the following key concepts:

- Shared Humanity. Identifying commonality and shared values, aspirations and needs underpins our approach to equality. We value our fundamental similarities and universality
- Valuing difference and diversity. We appreciate the richness within our differences and look for ways of celebrating and understanding them better
- Interdependence, interaction and influence. We recognise that, as they evolve, distinct cultures, beliefs and lifestyles will impact on and inform each other
- Social cohesion within our school and within our local community
- Excellence. We aim to inspire and recognise high personal and collective achievement throughout

our community, the UK and the wider world.

- Personal and cultural identity. We will provide opportunities to explore and value the complexity of our personal and cultural identities
- Fairness and social justice. We will develop our understanding of the inequality that exists in society and explore ways of individually and collectively promoting a more equitable society

We recognise and accept our equality duties as set out in the Equality Act 2010 and have sought to involve the whole school and wider community in the process in order to ensure better outcomes for all.

They are also guided by the United Nations Convention on the Rights of the Child.

We will ensure we identify opportunities for promoting our vision, the key concepts and our duties on equality legislation across all aspects of school life, including the provision of extended services.

To eliminate discrimination, harassment and victimisation

We meet our legal duty and live out our guiding principles listed above by:

- The engagement, participation and involvement of a broad and diverse range of children, young people, their parents/carers and partner agencies eg Community PC, NSPCC
- School clubs, activities and school trips
- The school's arrangements for working with other agencies
- Activities to enrich the curriculum
- learning and teaching and the planned curriculum

To advance equality of opportunity between different groups

We meet our legal duty and live out our guiding principles listed above by:

- The provision of school meals
- Classroom organisation, timetabling, grouping of pupils
- Employees' and staff welfare.

To foster good relations

We meet our legal duty and live out our guiding principles listed above by:

- Preparation for entry to the school
- Interaction with peers
- Behaviour management approach and sanctions
- Exclusion procedures
- Preparation of pupils for the next phase of education
- School sports

Other ways we address equality issues

- Breaks and lunchtimes
- Opportunities for assessment and accreditation
- School policies
- Collective Worship
- Curriculum
- School Council
- Parent questionnaires

- Community Projects including Active Across Ages

7. Disseminating the policy

We ensure that this policy is known to all staff and governors, parents and carers and, as appropriate, to all pupils. This policy which includes our equality procedures and data is available on our school website and a flow chart of actions is available: see Appendix B (link at the end of this document)

8. The roles and responsibilities within our school community

Our Head teacher will:

- ensure that staff, parents/carers are informed about the Equality Policy via the web site.
Pupils/students will be informed via curriculum content, school council meetings with reference made to the content of the policy.
- oversee the effective implementation of the policy
- ensure staff have access to training which helps to implement the policy
- develop partnerships with external agencies regarding the policy so that the school's actions are in line with the best advice available
- monitor the policy and report to the Governing Body on its effectiveness.
- ensure that the senior leadership team (SLT) is kept up to date with any development affecting the policy or actions arising from it.

Our governing body will:

- evaluate and review the Equality Policy and update the content when required
- ensure that any action plans are monitored through the FGB
- support the head teacher in implementing any actions necessary
- engage with parents/carers and partner agencies about the policy

Our Senior Leadership Team will:

- have responsibility for supporting other staff in implementing this policy
- provide a lead in the dissemination of information relating to the policy
- with the Head teacher, provide advice/support in dealing with any incidents/issues
- assist in implementing reviews of this policy.

Our teaching and support staff (including student teachers) will:

- be involved in the on-going development of the policy
- be fully aware of the Equality Policy and how it relates to them
- understand that this is a whole school issue and support the Equality Policy
- make known any queries or training requirements to the SLT

Our pupils will:

- understand how the policy relates to them, appropriate to age and ability
- be expected to act in accordance with the policy.

Our parents/carers will:

- have access to the policy through a range of different media appropriate to their requirements
- be encouraged to actively support the policy

- be encouraged to attend any relevant meetings and activities related to the policy
- be informed of any incident related to this policy which could directly affect their child.

Our visitors will:

- have access to the policy through a range of different media appropriate to their requirements
- understand how the policy relates to them.
- be expected to act in accordance with the policy.

9. Staff development and training

We ensure that all staff, including support staff, receive appropriate training and opportunities for professional development, both as individuals and as groups or teams.

10. Breaches of the policy

Breaches of this policy will be dealt with in the same way that breaches of other school policies are dealt with, as determined by the head teacher and governing body.

11. Monitoring and evaluation

Implementation, monitoring and review are the responsibility of our Senior Leadership Team and our governors who have agreed and published this policy which sets out our priorities and supports these with specific and measurable objectives.

Hartington C of E Primary School will review annually on the policy and analyse whether our policy and related objectives have furthered the aims of the general equality duty and in particular educational outcomes for all within our school community with reference to the protected group.

As part of the monitoring and evaluation process Hartington C of E Primary School endeavour to:-

- Comply fully with legislation which protects our staff (including teachers, teaching assistants, supervisors, outside practitioners and student teachers) from discrimination based on the protected characteristics. With regard to disability, we make appropriate adjustments as are necessary to prevent a disabled person being at a substantial disadvantage in comparison with people who are not disabled. This includes discrimination in relation to recruitment, terms and conditions, promotions, transfers, dismissals, training and employment practices (such as dress codes) and disciplinary procedures.
- Make efforts to ensure that the diversity of our workforce reflects that of our local community and wider society. In accordance with the Equality Act we do not enquire about the health of an applicant until a job offer has been made or require job applicants to complete a generic 'all encompassing' health questionnaire as part of the application procedure.
- Ensure the safety and well-being of our staff and take seriously and act on incidents of harassment and discrimination recognising that our staff may be either victims or perpetrators.
- Interpret our duties positively and take the necessary actions to remove barriers to inclusion and work hard to ensure a safe, positive and inclusive environment. An example of this would be that we

have made substantial modification of the school building in order to provide for profoundly visually and hearing impaired students.

There are some specific exceptions to the religion or belief provisions of the Equality Act for employment by schools designated as having a religious character. See Department of Education website for further guidance on this:

<http://www.education.gov.uk/aboutdfe/policiesandprocedures/equalityanddiversity/a0064570/the-equality-act-2010>

This policy was last reviewed in July 2019. It will be actively promoted and disseminated throughout the school community.

See Appendix B: Flowchart of Actions:

https://www.churchofengland.org/sites/default/files/2017-11/valuing_all_gods_children_appendix_b_flowchart.pdf