

HURST PRIMARY SCHOOL



Equality Policy

Policy Reviewed: Spring Term 2017

To be Reviewed: Spring Term 2018

Signed: *Emilia*

Dated: 23/03/2017

Hurst Primary School Equality Policy

1 School Ethos

Hurst Primary School is committed to equality both as an employer and a service-provider. Our school ethos states that we aim to help the children in our care become self-confident and independent individuals who respect all members of the school community and recognise their growing responsibilities as citizens. School policies and procedures support our aim of providing equality of opportunity for all which we do in the following ways:

- We try to ensure that everyone is treated fairly and with respect.
- We want to make sure that our 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 try to make sure that people from different groups are consulted and involved in our decisions through formal surveys as well as informal discussions.
- We aim to make sure that no-one experiences harassment, 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 our general duty under the Equality Act 2010 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, and reduce or remove them. We also welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.

2 Inspection

We welcome the emphasis in the OfSTED inspection framework on the importance of narrowing gaps in achievement which affect, amongst others:

- pupils from different cultural and ethnic backgrounds
- pupils who belong to low-income households and pupils known to be eligible for free school meals
- pupils who are disabled
- pupils who have special educational needs
- boys in certain subjects, and girls in certain other subjects.

3. The Equality Act

The Equality Act 2010 brings together for the first time all the legal requirements on equality that the private, public and voluntary sectors need to follow. It affects equality law at work and in delivery all kinds of services and in the context of this policy in all aspects of the provision of an education.

The Equality Act 2010 replaces all the existing equality law including:

- The Equal Pay Act 1970
- The Sex Discrimination Act 1975
- The Race Relations Act 1976
- The Disability Discrimination Act 1995

Whether at work as an employee or in using a service, the message (or purpose) of the Act is that everyone has the right to be treated fairly at work or when using services.

The Act protects people from discrimination on the basis of certain characteristics and they vary slightly according to whether the person is at work or using a service.

There are NINE 'protected characteristics' employees might have. They are:

- Age
- Disability
- Gender reassignment
- Marriage or Civil Partnership
- Pregnancy and Maternity
- Race
- Religion or belief
- Sex (gender)
- Sexual orientation

Equality of opportunity is a fundamental aspect of the ethos at Hurst Primary School. It is the responsibility of the governors, Headteacher and all personnel involved in the school to provide leadership in the development and implementation of effective policies to promote equality of opportunity.

4 Purpose

Following the spirit of the school's improvement plan, we aim to ensure that every pupil and teacher is given an equal opportunity to achieve their full potential. In addition, each individual is entitled to learn, teach or work in a supportive environment and to benefit from the diversity of our school community.

To meet these aims, we are committed to:

- Equal access and treatment for everyone
- Being responsive to changing needs
- Educating and informing children, staff and parents about the issues in this policy
- Avoiding prejudice
- Promoting mutual respect, regardless of differences
- Working to an agreed code of conduct which can be modified, monitored and evaluated in accordance with current best practice in the area of equal opportunities.

5 Objectives

Specific objectives to promote the areas of the Equality Act 2010 are to be found in the School Improvement Plan and the Appendix attached to this policy. More generally, we endeavour to:

- Promote a positive self-image in all children and to respect their individuality, providing for all pupils according to their needs
- Ensure equality of opportunity permeates the whole curriculum and ethos of the school
- Plan and deliver the curriculum to ensure it contains non-stereotypical images in order to overcome preconceived ideas of gender, ethnic origin, culture or religion
- Ensure that the organisation of the school is sensitive to the needs of all
- Acknowledge the richness and diversity of British society and to help prepare children for their part in that society

- Develop a positive attitude to equal opportunity by all staff, parents, helpers, governors, children and all who participate in the school.

6 Purpose and Scope of the Policy

This policy sets out Hurst Primary School's commitment to promoting equality and diversity.

We believe that it is our responsibility to promote equality and diversity wider than the nine characteristics (areas) covered by legislation. We work to remove barriers and we will not unfairly discriminate on any grounds.

We do this by:

- Making appropriate changes to teaching resources.
- Supporting children's emotional needs through play therapy and other pastoral support.
- Providing a curriculum, which promotes positive understanding of different characteristics, recognises the contribution that individuals and groups with protected characteristics make to society, and challenges stereotyping and discrimination.
- Monitoring and reviewing of this policy will take place annually and will be made accessible through the school website or will be made available in an alternative format as requested.

The policy applies to:

- School Governors
- Staff
- Parents
- Pupils (as appropriate)
- Visitors to the school
- Multiagency Professionals
- Contractors

7 Roles and Responsibilities

Every employee is required to assist the governing body and the whole school to meet its commitment to provide equal opportunities in employment and avoid unlawful discrimination.

Employees should be aware that they can be held personally liable as well as, or instead of, the governing body for any act of unlawful discrimination. Employees who commit serious acts of harassment may also be guilty of a criminal offence.

Acts of discrimination, harassment, bullying or victimisation against employees or parents and their families are disciplinary offences and will be dealt with under the school's disciplinary procedure. Discrimination, harassment, bullying or victimisation may constitute gross misconduct and could lead to dismissal without notice.

All members of the school community, governors, staff, pupils, parents, and visitors all have a part to play in implementing this policy, promoting diversity and equality, challenging inappropriate behaviour or practice to remove barriers and avoiding discrimination.

To promote understanding of this responsibility the school will:

- Ensure pupils and visitors to our school are clear about the expectations relating to our commitment to promoting equality and diversity
- Provide training/ development and updates as appropriate

- Review our equality objectives and actions to ensure all relevant activity remains relevant and meets the identified needs and priorities of our school.

In addition School Governors have responsibility for overseeing, agreeing, monitoring and reviewing of our School's equality objectives, and related activity.

8 Breaches of Policy

Hurst Primary School views any form of discrimination as a serious act of misconduct. Any allegation of a breach in the policy will be investigated by the Head teacher or where appropriate the governing body. This may lead to disciplinary or other appropriate action being taken.

9 Grievance and Complaints

Hurst Primary School takes seriously all complaints; where a complaint is related to equality/diversity issues, the school procedures for dealing with complaints will apply. The procedures are to be made accessible through the school website or will be made available in an alternative format as requested. Complaints should be made to the Head teacher or the Chair of Governors.

10 Monitoring and Review

This policy will be monitored periodically, jointly by the Head Teacher and the governing body, to judge its effectiveness and will be updated in accordance with changes in the law. A particular focus will be given during the monitoring of the ethnic and gender composition of the existing workforce and of applicants for jobs (including promotion) and the number of people with disabilities within these groups, and the policy will be reviewed in accordance with the results shown by the monitoring. If changes are required, the school will implement them.

Information provided by job applicants and employees for monitoring purposes will be used only for these purposes and will be dealt with in accordance with The Data Protection Act 1998.

Appendix

The Equality Act 2010 requires the school to publish information that demonstrates that we have due regard for the need to:

- Eliminate unlawful discrimination, harassment, victimisation and other conduct prohibited by the Act.
- Advance equality of opportunity between people who share a protective characteristic and people who do not share it.
- Foster good relationships between people who share a protective characteristic and people who do not share it.

Our current School Improvement Plan contains a number of targets designed to meet the aims of the Act and can be summarised as follows:

- Developing a positive reading culture which will enable reluctant readers to engage more fully in all aspects of literature and close gaps in attainment and progress between vulnerable groups and their peers.
- Teaching is adapted to meet the needs of children of all abilities whose progress is carefully monitored from their different starting points.
- Closing the attainment gap between disadvantaged children and their peers.
- Assembly themes, the RE curriculum and the school's Behaviour Policy are designed to strengthen the school's culture of respect, tolerance and equality.
- Enhancing the effectiveness of the school workforce through targeted training and development.

The attainment and progress of all children as well as the quality of the curriculum and the opportunities that it offers to every child, are analysed and reported to governors through committee meetings, the Head Teachers report and the termly update of the school improvement plan

Information about the School

Total School Roll	678	100%
Pupil Premium **	74	11%
SEN	73	11%
EHC Plan	6	0.08%
Children with Disabilities*	6	0.08% *
Entries in Medical Alert Handbook	23	0.34%
Pupils with EAL (English is an Additional Language)	30	0.4%
Boys	351	52%
Girls	327	48%

* The Equality Act defines disability as when a person has a 'physical or mental impairment which has a substantial and long-term effect on that person's ability to carry out normal day to day activities.

** Have been in receipt of free school meal scheme at some point during the last six years.

Ethnicity Table

Pupils on Roll by Ethnicity Code

Ethnicity Code	Description	Number of Pupils
AIND	Indian	17
AOTH	Any Other Asian Background	10
APKN	Pakistani	7
BAFR	Black - African	13
BCRB	Black Caribbean	1
CHNE	Chinese	3
MOTH	Any Other Mixed Background	12
MWAS	White and Asian	15
MWBA	White and Black African	7
MWBC	White and Black Caribbean	12
OOH	Any Other Ethnic Group	3
REFU	Refused	2
WBRI	White - British	556
WOTH	Any Other White Background	20