

# Heathcote Primary School



## Equality Information Policy

<b>Date adopted by Governors:</b>	<b>December 2022</b>
<b>Date for policy review:</b>	<b>December 2023</b>
<b>Person responsible for review:</b>	<b>Head Teacher</b>
<b>Signed by Chair of Governors</b>	<b>December 2022</b>

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### 1 Aims

Our school aims to meet its obligations under the public sector equality duty by having due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it

### 2 Legislation and guidance

This document meets the requirements under the following legislation:

- The Equality Act 2010, which introduced the public sector equality duty and protects people from discrimination
- The Equality Act 2010 (Specific Duties) Regulations 2011, which require schools to publish information to demonstrate how they are complying with the public sector equality duty and to publish equality objectives

This document is also based on Department for Education (DfE) guidance: The Equality Act 2010. This document also complies with our funding agreement and articles of association

### 3 Roles and responsibilities

The governing board 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 every year.
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the Headteacher

The equality link governor is Ben Moses. They will:

- Meet with the designated member of staff for equality every term and other relevant staff members, to discuss any issues and how these are being addressed
- Ensure they're familiar with all relevant legislation and the contents of this document.
- Attend appropriate equality and diversity training
- Report back to the full governing board regarding any issues

The Executive 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

The designated member of staff for equality will:

- Promote knowledge and understanding of the equality objectives amongst staff and pupils
- Meet with the equality link governor every term to raise and discuss any issues
- Support the Headteacher in identifying any staff training needs, and deliver training as necessary

All school staff are expected to have regard to this document and to work to achieve the objectives as set out in section 8.

#### 4 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, for example during meetings. Where this has been discussed during a meeting it is recorded in the meeting minutes. New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training every year.

The school has a designated member of staff (safeguarding lead) for monitoring equality issues, and an equality link governor. They regularly liaise regarding any issues and make senior leaders and governors aware of these as appropriate.

#### 5 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 or transgender)
- 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 societies)

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

- Analyse any data available showing how pupils with different characteristics are performing and to determine strengths and areas for improvement, implement actions in response and publish this information if necessary
- Make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying)
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils

## 6 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, citizenship and personal, social, health and economic (PSHE) education, 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 council has representatives from different year groups and is formed of pupils from a range of backgrounds. All pupils are encouraged to participate in the school's activities, such as sports clubs. We also work with parents to promote knowledge and understanding of different cultures. We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach

## 7 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 all genders

## 8 Equality objectives

Objective 1: To ensure that the achievement of EAL pupils is at the same level or above that of their peers in school and those nationally.

Why we have chosen this objective: EAL pupils are increasing in school and it is important to determine barriers to learning e.g. is it language or special educational needs

To achieve this objective we plan to: analyse EAL pupil data every term as part of pupil progress, purchase FLASH Academy – resource tool to support staff in assessing EAL pupils accurately and provide training for staff in use of tool, celebrate the languages in school through Language of the Month and assemblies.

Objective 2 : To further develop the school's role in promoting community cohesion – maintain the school as the centre of community development

Why we have chosen this objective: The school continues to grow in pupil numbers as housing development continues. The community surrounding the school is a developing community and is yet to have a definite identity. We want the children to have a sense of identity and pride in their community

To achieve this objective we plan to: Recruit local governors from the immediate community, continue to invite in a wide range of visitors linked to the different cultural aspects of our area, link with local community developments to support families.

Objective 3:

To eliminate all forms of prejudice-based incidents towards people who share a protected characteristic\* and implement an open culture of understanding, acceptance and positivity.

\*race, disability, sex, age, religion or belief, sexual orientation, pregnancy and maternity and gender reassignment

Why we have chosen this objective: The Equality Act of 2010 requires that academies must have due regard to the need to:

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Equality Act 2010
- Foster good relations between people who share a protected characteristic\* and people who do not

Furthermore the Education Act requires academies 'as part of a broad and balanced curriculum, to promote the spiritual, moral, cultural, mental and physical development of pupils and of society'

We are an inclusive school who celebrate everything our pupils have to offer; we have a variety of different languages, cultures and characteristics in our school and we all learn from each other.

To achieve this objective we plan to: positively reinforce and promote it through Religious Education Studies and Enrichment/PSHE sessions and an assembly programme that focusses on protected characteristics.

#### 9 Monitoring arrangements

The Executive Headteacher will update the equality information we publish, [described in sections 4-7 above], at least every year.

This document will be reviewed and approved by our School Standards Committee every year.

#### 10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessment
- SEND policy
- Child Protection and Safeguarding Policy
- Safer Recruitment Policy