Equality Policy

Date of most recent review:	January 2024
Date of next review:	January 2028
Name of staff member responsible:	Taryn Hancock

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 and schools.

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
- Ensure that the published equality information is updated at least every year, and that the objectives are reviewed and updated at least every 4 years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher

The 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

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.

Staff receive training on the Equality Act every year at an INSET or staff meeting.
A webinar will provide headteachers, deputy heads, subject leads and teachers with an understanding of unconscious bias and the actions they can take to mitigate its impact. Unconscious bias can result in assumptions being made around school children based on any aspect of their identity, such as race, ethnicity, gender, socioeconomic status or even their ability. It can influence how school staff perceive their pupils and lead to favouritism or underestimating their ability to achieve success, potentially affecting educational outcomes.

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)
- 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:

- Publish anonymized attainment data each academic year showing how pupils with different characteristics are performing
- Analyse anonymized attainment data each academic year showing how pupils with different characteristics are performing using the above data to determine strengths and areas for improvement, implement actions in response.
- Make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying)

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 worship dealing with relevant issues. Pupils will be encouraged to take part in worship and we will also invite external speakers to contribute

- Working beyond our local community. This includes inviting leaders of local faith groups to speak at assemblies, and organising school trips and activities.

- Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school. 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

7. Equality considerations in decision-making

The school ensures it has due regard to equality considerations whenever significant decisions are made.

The school 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 boys and girls

8. Equality objectives

OBJECTIVE 1

To ensure pupils at Hatherop C of E Primary School experience a curriculum which develops their understanding of diversity in a meaningful, positive way.

Why we have chosen this objective: Our context is majority white British and therefore we have a duty to ensure our pupils are able to experience life of other cultures so they have an understanding and respect and tolerance of other cultures and their beliefs.

To achieve this objective, we plan to: incorporate a cultural calendar which will develop over time to increase awareness of the different faith days and the meaning behind them. Some collective worship will be delivered linked to these days and where the children learn about the different faiths in RE a deeper look will be taken at the cultural experiences linked to key Religious festivals. Where appropriate we will look to enhance these further with experiences beyond the school. Thus, pupils' understanding of diversity is enhanced by a rich range of

experiences, both in and beyond the school. It also encourages and promotes the children to consider their own place in our school community and beyond and how they belong.

OBJECTIVE 2

Pupils at Hatherop understand the protected characteristics and know how to challenge harassment, discrimination and bullying in an appropriate way.

Why we have chosen this objective: Teaching our pupils about the Equality, Diversity and Inclusion is a responsibility that we have as schools. We need our children to understand the very real issues people with the protected characteristics face in today's society. With awareness comes understanding, with understanding comes a voice for challenge and a voice for change. To achieve this objective, we plan to: Staff will take high quality CPD to ensure a deep understanding of Equality Diversity and Inclusion. Delivering high quality CPD will ensure a shared vision and understanding of the objective. Staff will devise specific lessons linked to the protected characteristics to be delivered with the children. Our reading curriculum showcases high quality and diverse books which will raise awareness and enhance the cultural capital for our children.

OBJECTIVE 3

To ensure that our classrooms are diverse and inclusive to allow all children to succeed and flourish.

We have chosen this objective to champion all children and ensure that all voices are heard. It will also ensure that the classroom environment is inclusive and supportive for excellent pupil outcomes.

To achieve this objective, we plan to make changes linked to pedagogy based firmly in research to transfer into classroom practice. In order to achieve this high-quality training will be facilitated.

9. Monitoring arrangements

This document will be reviewed by Curriculum Committee at least every 4 years and its implementation and impact will be monitored by the Governing Board and leaders. This document will be approved by Curriculum Committee.