



# Red Hall Primary School

## Equalities Policy

Document History	
Originally Written:	September 2008
Updated:	October 2023
By:	Carly Egglestone
Additional guidance added:	
Approved by Governing Body:	23/03/2022
Next Review Date:	

### INTRODUCTION

Governors and Staff at Red Hall Primary School are committed to providing all pupils with a curriculum which provides equality of opportunity and freedom from discrimination. We are committed to overcoming sexist, racist and classist attitudes with an approach which seeks to raise consciousness and develop positive attitudes. The Equality Act 2010 was introduced fully in April 2011 and there is no longer a requirement that schools should draw up and publish equality schemes or policies. However, it is still good practice for a school to make a statement about the principles according to which it assesses the impact on equality of its policies and practices, and according to which it establishes specific objectives.

We must under the general duty of public sector equality duty, in the exercise of our functions, have due regard to the need to:

- Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited under the Act.
- Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it;
- Foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

This will apply to all pupils, staff and others using the facilities. We will give relevant and proportionate consideration to the public sector equality duty. The protected characteristics for the school's provisions are:

- Disability
- Gender identity
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation
- Age (not applicable to pupils)
- Marriage and Civil Partnerships (not applicable pupils)

Age and marriage and civil partnership are NOT protected characteristics for the school's provisions for pupils. We will have due regard to advancing equality of opportunity including making serious consideration of the need to

- remove or minimise disadvantages suffered by persons who share a relevant protected characteristic that are connected to that characteristic;
- take steps to meet the needs of persons who share a protected characteristic that are different from the needs of persons who do not share it;
- encourage persons who share a relevant protected characteristic to participate in public life or in any activity in which participation by such persons is disproportionately low.

The Government believes that they need to reform education to tackle educational inequality, which has widened in recent years. They believe, 'that too many children are held back by disadvantage and discrimination. We want to build a fair society where social mobility is unlocked; where everyone,

regardless of background, has the chance to succeed. We welcome the fact that the Equality Act gives us all an opportunity to do this in a more streamlined and effective way’.

We will take into account the six Brown principles of ‘due regard’

- **Awareness** – all staff know and understand what the law requires
- **Timeliness** – implications considered before they are implemented
- **Rigour** – open-minded and rigorous analysis, including parent/pupil voice
- **Non-delegation** – the PSED cannot be delegated
- **Continuous** – ongoing all academic year
- **Record-keeping** – keep notes and records of decisions & meetings

## **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 reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

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

We recognise these duties are essential to 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 and the Public Sector Equality Duties 2010.

## **ANTI-RACISM**

It is the right of all pupils to receive the best education the school can provide, with access to all educational activities organised by the school. We do not tolerate any forms of racism or racist behaviour. Should a racist incident occur, we will act immediately to prevent any repetition of the incident.

We endeavour to make our school welcoming to all minority groups. So, for example, we will immediately remove any offensive graffiti that we may find in school. We promote an understanding of different cultures through the topics studied by the children, and we reflect this in the displays of work shown around the school.

Our curriculum reflects the attitudes, values and respect that we have for minority ethnic groups. So, for example, in the religious education curriculum, the children study the importance of Diwali to Hindus and Sikhs.

Should anyone at our school be a victim of racism, we will do all we can to support that person in overcoming any difficulties they may have.

Every pupil, regardless of race, is expected, and encouraged, to reach their potential by all staff. The expectations are underpinned by our monitoring of the performance of ethnic minority pupils to pinpoint and tackle underperformance.

## **GENDER EQUALITY**

We are committed to ensuring equal treatment of all our employed, pupils and visitors, regardless of gender, neither males, nor females, will be treated less favourably in any procedures, practices and aspects of school life.

At Red Hall Primary school, we will not tolerate harassment of people based on their gender or transgender status.

We will endeavour to use and display images, which show positive images relating to gender.

Staff at school will challenge gender stereotyping and promote positive role models. Social relationships between boys and girls will be developed and encouraged so that there is a mutual respect and understanding between both genders.

This will often be explicit in PHSE lessons and implicit across the curriculum.

The dignity and privacy of transgender people will be protected by our procedures and practices. For example, proof of identity does not rely solely on birth certificates; other proof, such as a passport, is acceptable.

## **DISABILITY EQUALITY**

We are committed to ensuring equal treatment of all its staff, pupils and visitors, with any form of disability and will ensure that disabled people are not treated less favourably in any procedures, practices and aspects of school life.

The Disability Equality in Education (DEE) recommends that all pupils with SEN and those with long term medical needs be treated as disabled for the purposes of the Act and for equality. This is in addition to all pupils with long term impairments, which have a significant impact on their day-to-day activities.

We recognise that disability is not caused by the individual(s), but by the physical, environmental and attitudinal barriers which exist in the education system and in society as a whole.

Our school will actively seek to:

- promote equality of opportunity between disabled persons and other persons
- eliminate discrimination that is unlawful under the Act
- eliminate harassment of disabled persons that is related to their disabilities
- promote positive attitudes towards disabled persons
- encourage participation by disabled persons in public life
- take steps to take account of disabled persons' disabilities

Social relationships between able and disabled pupils will be developed and encouraged so that there is a mutual respect and understanding between both groups. This will often be explicit in PHSE lessons and implicit across the curriculum.

Every pupil, regardless of ability/disability, is expected and encouraged to reach their potential by staff in school. These expectations are underpinned by our monitoring of the achievement of pupils, according to ability/disability to pinpoint and tackle underperformance.

Red Hall Primary School will not tolerate harassment of disabled people with any form of impairment and will also consider pupils who are carers of disabled parents.

## **ADDRESSING PREJUDICE AND PREJUDICE- RELATED BULLYING**

The school is opposed to all forms of prejudice which stand in the way of fulfilling the legal duties. There is guidance in the staff induction on how prejudice-related incidents should be identified, assessed, recorded and dealt with. In essence, these incidents are recorded using CPOMS.

We take seriously the importance of recording the numbers, types and seriousness of prejudice-related incidents at our school and how they are dealt with. We also investigate potential patterns and trends of incidents.

## **PRINCIPLES**

**Principle 1:** All learners are of equal value. We see all learners and potential learners, and their parents and carers, as of equal value.

**Principle 2:** We recognise and respect individuality. Treating people as equals does not necessarily mean we treat them all the same. We value differences of life-experience, outlook and background, and in the kinds of barrier and disadvantage which people may face.

**Principle 3:** We adopt positive attitudes and relationships, and our ethos allows ALL children and staff to have a sense of belonging.

**Principle 4:** We observe good equalities practice in staff recruitment, retention and development. We ensure that policies and procedures should benefit all employees and potential employees, for example in recruitment and promotion, and in continuing professional development.

**Principle 5:** We aim to reduce and remove all inequalities and barriers that already exist.

**Principle 6:** Our community as a whole should benefit. We intend that our policies and activities should benefit our community as a whole by fostering greater social solidity, and allow us to work better together.

## **THE RESPONSIBILITIES OF THE GOVERNORS**

The governing body has set out its commitment to equal opportunities in this policy statement, and it will continue to do all it can to ensure that all members of the school community are treated fairly and with equality.

The governing body seeks to ensure that people with disabilities are not discriminated against when applying for jobs at our school. The governors take all reasonable steps to ensure that the school environment gives access to people with disabilities.

The governors welcome all applications to join the school, whatever background or disability a child may have.

The governing body ensures that no child is discriminated against whilst in our school on account of their sex, religion or race. So, for example, all children have access to the full range of the curriculum, and regulations regarding school uniform will be applied equally to boys and girls. If a child's religion affects the school uniform, then the school will deal with each case sensitively and with respect for the child's cultural traditions.

### **THE RESPONSIBILITIES OF THE HEAD OF SCHOOL**

It is the Head of School's role to implement the school's equality and diversity policy and s/he is supported by the governing body in so doing.

It is the Head of School's role to ensure that all staff are aware of the school policy on equality and diversity opportunities, and that teachers apply these guidelines fairly in all situations.

The Head of School ensures that all appointment panels give due regard to this policy, so that no-one is discriminated against when it comes to employment or training opportunities.

The Head of School promotes the principle of equal opportunity when developing the curriculum, and promotes respect for other people in all aspects of school life, for example, in the assembly, where respect for other people is a regular theme, and in displays shown around the school.

The Head of School treats all incidents of unfair treatment and any racist incidents with due seriousness.

### **THE RESPONSIBILITIES OF THE CLASS TEACHER AND SUPPORT STAFF**

The class teacher ensures that all pupils are treated fairly, equally and with respect. We do not discriminate against any child.

When selecting classroom material, teachers' pay due regard to the sensitivities of all members of the class and do not provide material that is racist or sexist in nature. Teachers strive to provide material that gives positive images of ethnic minorities and that challenges stereotypical images of minority groups.

When designing schemes of work, we use this policy to guide us, both in our choice of topics to study, and in how to approach sensitive issues. So, for example, history topics in our school include examples of the significant contributions women have made to developments in this country's history. In geography topics, the teacher attempts to counter stereotypical images of Africa and Asia and to show the true diversity of development in different parts of the world. All our staff challenge any incidents of prejudice or racism. We record any serious incidents on CPOMS.

## **TACKLING DISCRIMINATION**

Bullying and harassment on account of race, gender, disability or sexual orientation are unacceptable and are not tolerated within the school environment. Our school's abhorrence of such behaviours is communicated to pupils, parents and staff. For example, through the curriculum, the Prospectus, newsletters and staff training. All parents of new pupils receive a summary of the schools behaviour expectations and anti-bullying policy as part of the inductions process.

All staff are expected to deal with any discriminatory incidents that may occur, they are expected to know how to identify and challenge prejudice and stereotyping; and to support the full range of diverse needs according to the pupil's individual circumstances.

Racists and homophobic incidents and other incidents of harassment or bullying are dealt with by the member of staff present, escalating to a member of SLT or Head of School where necessary. All incidents are reported to the Head of School and racist incidents are reported to the Governing Body on a termly basis. All incidents are discussed with the Governor who takes a lead on safeguarding. Incidents are monitored to ensure they are dealt with effectively.

## **TRAINING**

Whole staff and individual training needs will be identified through Red Hall Primary School's self-review process and staff appraisal.

## **MONITORING**

It is the responsibility of the Governing Body and senior leadership team to monitor the effectiveness of this Equality and Diversity Policy.

The Governing Body does this by:

- Monitoring the progress of pupils of minority groups and comparing it to the progress made by other pupils in the school via a report from the Head of School
- Monitoring the staff appointment process, so that no-one applying for a post at this school is discriminated against
- Taking into serious consideration any complaints regarding equal opportunity issues from parents/carers, staff or pupils
- Monitoring the school's behaviour and exclusions policy, so that those from minority groups are not unfairly treated.

**Links to other policies** Expectations and Choice Framework, PSHE Policy, Anti-racism Policy, Anti-bullying Policy, Safeguarding Policy, Relationships and Sex Education Policy

## **REVIEW**

The governors review this policy annually. The governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

