

HARRINGTON HILL PRIMARY SCHOOL

EQUALITY AND INCLUSION POLICY



REVIEWED:

July 2020

NEXT REVIEW DATE:

June 2023

Adopted:

Striving for Excellence. Achieving Together.

Striving for excellence. Inspiring to achieve collaboratively through respect, happiness and creativity. We are independent and reflective for continuous improvement.

Introduction:

Harrington Hill Primary School is an inclusive school, where we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers irrespective of race, gender, disability, faith or religion or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life.

We aim to reduce barriers to learning through recognising the individual needs of every child. Staff are supported in their roles to develop and maintain the inclusive ethos of the school. We recognise that children, staff, parents and carers have different needs and these may change over time. We will endeavour to respond to these needs as and where appropriate and encourage all to take responsibility in identifying their own needs and those of others.

Purpose of the policy (Our legal duty):

Legislation relating to equality and discrimination is laid out in the Equality Act 2010. This legislation covers employment (work), the provision of services and public functions, and education.

Employers (schools) are liable for discriminatory acts of their employees if they did not take reasonable steps to prevent such acts. Employees can be liable for acts (where an employer took reasonable steps to prevent such acts).

The 'Protected Characteristics' within equality law are:

- **Age** - A person of a particular age (e.g. 32 year old) or a range of ages (e.g. 18 - 30 year olds). Age discrimination does not apply to the provision of education, but it does apply to work.
- **Disability** - A person has a disability if s/he has, or has had, a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities. It includes discrimination arising from something connected with their disability such as use of aids or medical conditions. HIV, multiple sclerosis and cancer are all considered as disabilities, regardless of their effect.
- **Gender reassignment** - A person (usually with gender dysphoria*) who is proposing to undergo, is undergoing or has undergone gender reassignment (the process of changing physiological or other attributes of sex). Transgender (or trans) is used to describe someone whose gender identity does not correspond to their biological sex. Children as young as five may begin to show signs of gender dysphoria and therefore it is relevant in any school environment.

**Gender Dysphoria Gender dysphoria is a recognised condition in which a person feels that there is a mismatch between their biological sex and their gender identity.*

- **Marriage and civil partnership** – Marriage and civil partnership discrimination does not apply to the provision of education, but it does apply to work. Staff will present pupils with positive representations of marriage and civil partnership.
- **Pregnancy and maternity** - Maternity refers to the period of 26 weeks after the birth (including still births), which reflects the period of a woman's Ordinary Maternity Leave entitlement in the employment context. In employment, it also covers (where eligible) the period up to the end of her Additional Maternity/Paternity Leave
- **Race** - A person's colour, nationality, ethnic or national origin. It includes Travellers and Gypsies as well as White British people.
- **Religion and belief** - Religious and philosophical beliefs including lack of belief. Generally, a religion or belief must be serious, compatible with human dignity and bring people together. Religion and belief discrimination does not prevent a school from carrying out collective worship or other curriculum-based activities, but children may withdraw from acts of collective worship.
- **Sex** – male, female or intersex. Intersex (or Third Sex) is not covered by the Act but the school will treat Intersex children with the same degree of equality. Biological sex is assigned at birth, depending on the appearance of the infant. Gender identity is the gender that a person “identifies” with, or feels themselves to be.
- **Sexual orientation** - A person's sexual orientation is who they are emotionally, mentally and physically attracted to based on their sex/gender in relation to their own. Although children may not identify with any sexual orientation when very young, promotion of sexual orientation equality is as relevant in a primary school environment as it is in a secondary school. For example, a child may have an older sibling or parent/carer who is gay. Children may experience friends ‘questioning’ or ‘coming out’ when they are in secondary school or college. Schools with a particular religious ethos cannot discriminate against children because of sexual orientation.

Appendix 1 shows the school's Equality Objectives for 2018-2021 in an Equality Action Plan

Consultation and Involvement

It is a requirement that the development of this plan and the actions within it have been informed by the input of staff, pupils, parents and carers. It is part of our commitment to promoting equalities and providing an inclusive school. We have achieved this by using the following to shape the plan:

- Feedback from parent questionnaires, parents evening, parent-school forum meetings or governors parent-consultation meetings.
- Input from staff surveys or through staff meetings and INSET.
- Feedback from the school council, PSHE lessons, whole school surveys on children's attitudes to self and school.
- Issues raised in annual reviews.

- Feedback at governing body meetings.

When developing this policy we took account of the DfE guidance on the Equality Act 2010 and also the Ofsted inspection framework, which places a strong focus on improving the learning and progress of different groups and on closing gaps in standards. We note that OFSTED has a statutory duty to report on the outcomes and provision for pupils who are disabled and those who have special educational needs.

'Prohibited Conduct' (acts that are unlawful):

- **Direct discrimination** - Less favourable treatment because of a protected characteristic.
- **Indirect discrimination** - A provision, criteria or practice that puts a person at a particular disadvantage and is not a proportionate means of achieving a legitimate aim.
- **Harassment** - Conduct which has the purpose or effect of violating dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment. It includes harassment by a third party (e.g. customer or contractor) in the employment context.
- **Victimisation** - Subjecting a person to a unjust treatment because of their involvement with proceedings (a complaint) brought in connection with this policy.
- **Discrimination arising from disability** - Treating someone unfavourably because of something connected with their disability (such as periods of absence from work or medical conditions) **and failure to make reasonable adjustments.**
- **Discrimination by association or perception** - For example, discriminating against someone because they "look gay", or because they have a gay relative/friend; or discriminating against someone because they care for a disabled relative.

Schools are allowed to treat disabled children more favourably than non-disabled children, and in some cases are required to do so, by making reasonable adjustments to put them on a more level footing with children without disabilities.

Public Sector Duties (applies to schools):

A school must, in the exercise of its functions, give due regard to the need to (in relation to protected characteristics above):

1. Eliminate discrimination, harassment, victimisation and any other prohibited conduct.
2. Advance equality of opportunity (remove or minimise disadvantage; meet people's needs; take account of disabilities; encourage participation in public life).
3. Foster good relations between people (tackle prejudice and promote understanding).

In practice, 'due regard' means giving relevant and proportionate consideration to the duty, so decision makers in schools must have due regard when making a decision, developing a policy or taking an action as to whether it may have implications for people because of their protected characteristics.

Our approach to equality and inclusion is based on the following 7 key principles:

1. **All learners are of equal value.** Whether or not they are disabled, whatever their ethnicity, culture, national origin or national status, whatever their gender and gender identity, whatever their religious or non-religious affiliation or faith background and whatever their sexual orientation.
2. **We recognise, respect and value difference and understand that diversity is a strength.** We take account of differences and strive to remove barriers and disadvantages which people may face, in relation to disability, ethnicity, gender, religion, belief or faith and sexual orientation. We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.
3. **We foster positive attitudes and relationships.** We actively promote positive attitudes and mutual respect between groups and communities different from each other.
4. **We foster a shared sense of cohesion and belonging.** We want all members of our school community to feel a sense of belonging within the school and wider community and to feel that they are respected and able to participate fully in school life.
5. **We observe good equalities practice for our staff.** We ensure that policies and procedures benefit all employees and potential employees in all aspects of their work, including in recruitment and promotion, and in continuing professional development
6. **We have the highest expectations of all our children.** We expect that all pupils can make good progress and achieve to their highest potential
7. **We work to raise standards for all pupils, but especially for the most vulnerable.** We believe that improving the quality of education for the most vulnerable groups of pupils raises standards across the whole school.

Roles and Responsibilities:

We expect all members of the school community and visitors to support our commitment to promoting equalities and meeting the requirements of the Equality Act. We will provide training, guidance and information to enable them to do this.

Governing Body

- The governing body has set out its commitment to equal opportunities in this plan and it will continue to do all it can to ensure that the school is fully inclusive to pupils and responsive to their needs based on race, gender and disability.
- The governing body seeks to ensure that people are not discriminated against when applying for jobs at our school on grounds of race, gender or disability.
- The governors take all reasonable steps to ensure that the school environment gives access to people with disabilities and also strive to make school communication as inclusive as possible for parents, carers and pupils.

- The governors welcome all applications to join the school, whatever a child's socioeconomic background, race, gender or disability.
- The governing body ensures that no child is discriminated against whilst in our school on account of their race, sex or disability.

Head Teacher and Senior Leadership Team

- The Head Teacher is responsible for implementing the policy; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination.
- It is the Head Teacher, Senior Leadership Team's and the SENCO's role to ensure that all staff are aware of the Equality plan and that teachers apply these guidelines fairly in all situations.
- The Head Teacher, Senior Leadership Team and the SENCO promote the principle of equal opportunity when developing the curriculum and promote respect for other people and equal opportunities to participate in all aspects of school life.
- The Head Teacher, Senior Leadership Team and the SENCO treat all incidents of unfair treatment and any incidents of bullying or discrimination, including racist incidents with due seriousness.

The role of all staff: teaching and non-teaching

All members of staff will:

- Promote an inclusive and collaborative ethos in their classroom.
- Challenge prejudice and discrimination or deal fairly and professionally with any prejudice related incidents that may occur
- Plan and deliver the curriculum and lessons that reflect the school's principles, for example, in providing materials that give positive images in terms of race, gender and disability
- Maintain the highest expectations of success for all pupils
- Support different groups of pupils in their class through differentiated planning and teaching, especially those who may (sometimes temporarily) find aspects of academic learning difficult.
- Keep up-to-date with equalities legislation relevant to their work.

All staff

- Enact this policy, its commitments and procedures, and their responsibilities associated with this policy.
- Deal with bullying and discriminatory incidents, and know how to identify and challenge prejudice and stereotyping.
- Promote equality and good relations and not discriminate on any grounds.
- Promote an inclusive and collaborative ethos in their classroom.
- Attend such training and information opportunities as necessary to enact this policy and keep up to date with equality legislation.
- To be models of equal opportunities through their words and actions.

- Keep up-to-date with equalities legislation relevant to their work.
- Plan and deliver the curriculum and lessons that reflect the school's principles, for example, in providing materials that give positive images in terms of race, gender and disability
- Maintain the highest expectations of success for all pupils
- Challenge prejudice and discrimination or deal fairly and professionally with any prejudice related incidents that may occur

Children

Refrain from engaging in discriminatory behaviour or any other behaviour that contravenes this policy.

Visitors (e.g. parent helpers, contractors)

- To be aware of, and comply with, the school's Equality and Inclusion Policy.
- To refrain from engaging in discriminatory behaviour (for example, racist language or bias) on school premises.

Eliminating discrimination, harassment and victimisation:

- We take account of equality issues in relation to admissions and exclusions; the way we provide education for our pupils and the way we provide access for pupils to facilities and services.
- We are aware of the Reasonable Adjustment duty for disabled pupils – designed to enhance access and participation to the level of non-disabled pupils and stop disabled children being placed at a disadvantage compared to their non-disabled peers.
- The Head Teacher ensures that all appointment panels give due regard to this policy so that no one is discriminated against when it comes to employment, promotion or training opportunities.
- We ensure that those who are affected by a policy or activity are consulted and involved in the design of new policies, and in the review of existing ones.
- We take seriously the need to consider the equality implications when we develop, adapt and review any policy or procedure and whenever we make significant decisions about the day today life of the school
- We actively promote equality and diversity through the curriculum and by creating an environment which champions respect for all.
- Our admissions arrangements are fair and transparent, and we do not discriminate against pupils by treating them less favourably on the grounds of their sex, race, disability, religion or belief, sexual orientation, gender reassignment, pregnancy or maternity.

Behaviour, Exclusions and Attendance

The school Policy on Behaviour - Rewards, Sanctions and Exclusions - takes full account of the new duties under the Equality Act. We make reasonable, appropriate and flexible adjustment for pupils

with a disability. We closely monitor data on exclusions and absence from school for evidence of over-representation of different groups and take action promptly to address concerns.

Equal opportunities for different groups

- We know the needs of our school population very well and collect and analyse data in order to inform our planning and identify targets to achieve improvements.
- We have procedures, working in partnership with parents and carers, to identify children who have a disability through our pupil admissions meetings.
- We collect data and monitor progress and outcomes of different groups of pupils and use this data to support school improvement.
- We take action to diminish the difference, for example, for those making slow progress in acquiring age appropriate literacy and number skills.

We collect, analyse and publish data:

- On the number of children on roll by gender and ethnicity.
- On the % of pupils identified as having a special educational need and/or disability and by their principal need or disability
- By year group – in terms of ethnicity, gender and proficiency in English
- On inequalities of outcome and participation, related to ethnicity, gender, disability and proficiency in English

We publish an analysis of standards reached by different groups at the end of each key stage:

- Those eligible for the pupil premium grant compared to those not eligible for the pupil premium grant.
- Gender
- All ethnic groupings.
- Those who have English as an additional language and those who do not.
- All SEN.

In order to promote equal opportunities for all groups:

- We also collect, analyse and use data in relation to attendance and exclusions of different groups.
- We are aware that the legislation relates mainly to current but also to future pupils – we will for example, be sufficiently prepared if a Visually Impaired, Hearing impaired or Gypsy Roma Traveller pupil joins our school.
- We avoid language that runs the risk of placing a ceiling on any pupils' achievement or that seeks to define their potential as learners, such as "less able".
- We use a range of teaching strategies that ensures we meet the needs of all pupils
- We provide support to pupils at risk of underachieving
- We are alert and proactive about the potentially damaging impact of negative language in matters such as race, gender, disability and sexuality.

Equal opportunities for staff:

This section deals with the aspects of equal opportunities relating to staff at Harrington Hill Primary School.

We are committed to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing and employment.

All staff appointments and promotions are made on the basis of merit and ability and in compliance with the law. However, we are concerned to ensure wherever possible that the staffing of the school reflects the diversity of our community.

Employer duties:

As an employer we need to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce.

Equality aspects such as gender, race, disability, sexual orientation, gender, re-assignment and faith or religion are considered when appointing staff and particularly when allocating Teaching and Learning Responsibilities (TLR) or re-evaluating staff structures, to ensure decision are free of discrimination.

Actions to ensure this commitment is met include:

- Monitoring recruitment and retention including bullying and harassment of staff.
- Continued professional development opportunities for all staff.
- Senior Leadership Team support to ensure equality and opportunity for all.

Monitoring and Reviewing:

We review the information about equalities in the policy annually and make adjustments as appropriate. Our review involves pupils, staff, governors and parents and carers.

Links with other policies

The Equality and Inclusion Policy is linked to the following policies and documents:

- Pupil Premium Policy
- Anti-Bullying Policy
- Behaviour Policy
- Special Educational Needs (SEN) Information Report
- SEND Policy
- Medical Needs Policy

- Safeguarding and Child Protection Policy

Appendix 1

Equality Strand	Action	Success Criteria	Who?	Time
All	To publish and promote the equality plan to all stakeholders.	All stakeholders to have access to published equality plan. Stakeholders to have opportunities to assess the impact of the plan, influencing the evaluation process and future target setting.	HT DHT SLT SENCO	On-going
All	To monitor and analyse pupil achievement by race, gender and disability and act on any trends or patterns in data that require additional support.	Different groups make good or better progress. Where progress is slow, we diminish the difference through effective monitoring and targeted intervention.	HT DHT SLT SENCO	Termly
All	To ensure that displays in classrooms and corridors promote diversity in terms of race, gender and disability.	Diversity is reflected in school displays and materials for lessons across all year groups.	All staff	On-going
All	To ensure all pupils are given the opportunity to make a positive contribution to the life of the school e.g. through School Council elections, assembly team of experts and fund raising etc.	All school events have pupils from all groups participating, with monitoring of groups where there is less take up.	All staff	On-going

All	To ensure that the curriculum promotes role models and heroes that young people positively identify with, which reflects the schools diversity in terms of race gender and disability.	Increase in pupils participation, confidence and achievement.	HT DHT SLT SENCO Subject leads Teachers Support staff	On-going
Equality Strand	Action	Success Criteria	Who?	Time
Race Equality Duty	To identify, respond and report racist incidents as outlined and report the figures to the Governing body on a termly basis.	Staff, parents and pupils are happy with the effectiveness of response given by Teaching staff and members of SLT. Staff follow guidance consistently and effectively as outlined above. Governors are informed regularly of any recorded incidents regarding the equality groups.	HT DHT SENCO Governing body	On-going Termly
Gender Equality Duty	To ensure opportunities arranged within school have an appropriate balance between girls and boys, particularly in sporting events.	Equal representation and opportunities for boys and girls. Clubs are accessible to boys and girls with improved rates of participation in clubs where there is a stereotypical association.	HT DHT SENCO Coaches Teachers Support staff	On-going
Disability Equality Duty	To ensure pupils with a disability are actively involved in school activities eg clubs. To ensure there is effective transition between classes and schools.	Pupils with a disability are participating in extra-curricular activities. Pupils, parents and staff have opportunities to meet and discuss relevant issues before commencing a new school year.	HT DHT SLT SENCO Teachers Support staff Admin team SBM	On-going

Community Cohesion	To celebrate cultural events throughout the year to increase pupil awareness and understanding of different communities.	A programme of assemblies organised and special days celebrated. Visitors from different groups to enhance the curriculum and broaden the children's understanding of the local and global community.	HT DHT SLT SENCO Teachers Support staff Subject leads Pastoral lead	On-going
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