



**C**aring **A**chieving **R**espectful **E**xciting

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# Equality Policy

**School Leader:** L Smith

**Link Governor:** A Repesa

**Policy Approved**      **Signed: L Newby**      **Date: 14.05.14**

Policy Reviewed      Signed: A Repesa      Date: 18.06.15

Policy Reviewed      Signed: A Repesa      Date: 16.06.16

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### Statement of Intent

In addition to the below 'Vision, Values and School Code' and 'Principles', we understand that, under the Equality Act 2010, all schools have a duty to:

- Eliminate unlawful discrimination, harassment and victimisation.
- Advance equality between different groups.
- Foster good relations between different groups.
- Promote mental health and wellbeing.

We pledge to respect the equal human rights of all our pupils and to educate them about equality. We will also respect the equal rights of our staff and other members of the school community. In particular, we will comply with the appropriate equality legislation and regulations surrounding all protected characteristics and will implement school plans accordingly.

### Vision, Values and School Code

#### Our Vision

We want everyone who is part of this school and its community to care about each other and to help us be better than our previous best, so that everyone achieves their potential. We want it to be a place where everyone is respected and included and where we all share a love of learning, full of exciting experiences.

We believe everyone who is part of our school and its community should be proud of their school and each other and should behave in a way that reflects the school's values. Through understanding their rights, and the responsibilities associated with them, everyone should engage with their role proactively seeking to promote the school's values beyond the school, thereby benefitting society and the wider world.

#### Our Values

We want everyone involved with our school to CARE and make it a place that is;

<b>Caring</b>	where everyone cares about each other and our school
<b>Achieving</b>	where everyone always does their best
<b>Respectful</b>	where everyone remembers their manners and respects one another
<b>Exciting</b>	where everyone enjoys learning and new experiences

Our School Code is **CARE**

At Hardwick Primary School we:

**Care** about each other and our school

**Always** do our best

**Remember** our manners

**Enjoy** learning

### Principles

In considering the school's equality plan, we are guided by a number of principles:

#### **All pupils, families and staff are of equal value.**

We see all current and potential pupils, parents/carers and staff as 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 and non-religious affiliation or faith background
- Whatever their sexual orientation
- Whatever their marital status
- Whether they are currently pregnant or have recently given birth
- Whatever their age

#### **1. We recognise and respect difference.**

We recognise that treating people equally does not necessarily involve treating them all the same. We recognise that our policies, procedures and activities must not discriminate but must take account of diversity and the kinds of barriers and disadvantage that staff, parents/carers or pupils may face in relation to their protected characteristics:

- Disability – we note that reasonable adjustments may need to be made
- Gender (including transgender) – we recognise that girls and boys, men and women have different needs
- Religion and belief – we note that reasonable requests in relation to religious observance and practice may need to be made and complied with
- Ethnicity and race – we note that all have different experiences as a result of our ethnic and racial backgrounds
- Age – we value the diversity in age of staff and parents/carers
- Sexual orientation – we respect that individuals have the right to determine their own sexual identity and that they should not experience disadvantage as a result of their preference
- Marital status – we recognise that our staff and parents/carers may make their own personal choices in respect of personal relationships and that they should not experience disadvantage as a result of the relationships they have
- Pregnancy and maternity – we believe that our staff and parents/carers should not experience any unfair disadvantage as a result of pregnancy or having recently given birth

#### **2. We foster positive attitudes and relationships, and a shared sense of cohesion and belonging.**

Our policies, procedures and activities promote and ensure:

- Positive attitudes and interaction between groups and communities different from each other
- An absence of harassment, victimisation and discrimination in relation to any protected characteristics

### **3. We observe good equalities practice in relation to staff.**

We ensure that our policies and practices for all staff and potential staff throughout the employment lifecycle, i.e. from recruitment through to the cessation of employment and beyond, are applied fairly and consistently across all groups with full respect for legal rights, taking into account aspects applicable to particular groups.

### **4. We aim to reduce and remove inequalities and barriers that already exist.**

We intend that our policies, procedures and activities avoid or minimise any possible negative impacts and we aim to reduce inequalities that exist between groups and communities different from each other.

### **5. We consult and involve proportionally and with specific purpose.**

We engage in consultation pertinent to the actions we propose. Such consultation may be qualitative or quantitative and is always purposeful. For policies and activities affecting pupils, we will take account of views expressed at school council; for parents/carers, this will be through parent governor representation and for staff, through staff governor representation. Where necessary, we will consult more widely with specific groups.

### **6. We aim to foster greater community cohesion.**

We intend that our policies, activities and curriculum foster greater social cohesion and provide an equal opportunity to participate in public life irrespective of the protected characteristics of individuals and groups.

### **7. We base our practices on sound evidence.**

We maintain and publish information annually to show our compliance with the public sector equality duty, set out under section 149 of the Equality Act 2010. However, in considering the publication of information, we will consider the sensitivities of children and families in our school. This is because some pupil groups in school are very small, making it inappropriate, in some cases, for information to be published where it could enable individual children to be identified.

### **8. We set ourselves specific and measurable equality objectives.**

We develop and publish specific and measurable objectives every four years based on the evidence that we have gathered (principle 8) and the engagement we have been involved in (principle 7).

The objectives can be found within our Equality Action Plan and take into account both national, city and school level priorities. We keep our equality objectives under review and report annually on progress towards achieving them.

We also, as required under the Equality Act 2010, publish an Accessibility Policy and Plan which sets out how the school will increase access to the physical environment, curriculum and information.

### **Application of the principles within the equality duty:**

The principles outlined above will be applied and reflected in:

- The delivery of the school curriculum
- The teaching and learning within the school
- Our practice in relation to pupil progress, attainment and achievement
- Our teaching styles and strategies
- Our policies and practice in relation to admissions and attendance
- Our policies and practice in relation to pupils and staff
- Our care, guidance and support to pupils, their families and staff
- Our policies and practice in relation to pupil behaviour, discipline and exclusions
- Our partnership working with parents/carers
- Our contact with the wider school community

### **Roles and responsibilities**

The Governing Body, supported by the Executive Headteacher, Head of School, Leadership Team and staff, is responsible for ensuring the implementation of this scheme.

All staff are responsible for delivering the scheme both as employees and as it relates to their area of work.

#### **The Governing Body will:**

- Provide leadership and drive for the development and regular review of the school's equality and other policies
- Provide leadership and ensure the accountability of the Executive Headteacher/Head of School and key staff for the communication and implementation of school policies
- Highlight good practice and promote it throughout the school and wider community
- Provide appropriate role models for all managers, staff and pupils
- Ensure a consistent response to incidents, e.g. bullying cases and racist incidents
- Ensure that the school carries out the letter and the spirit of the statutory duties

#### **The Executive Headteacher and Head of School will:**

- Initiate and oversee the development and regular review of equality policies and procedures
- Consult pupils, staff and stakeholders in the development and review of the policies
- Ensure the effective communication of the policies to all pupils, staff and stakeholders
- Ensure that staff are trained as necessary to carry out the policies
- Oversee the effective implementation of the policies
- Hold staff accountable for effective policy implementation
- Provide appropriate role models for all staff and pupils
- Provide mechanisms for the sharing of good practice
- Ensure a consistent response to incidents, e.g. bullying cases and racist incidents

- Ensure that the school carries out its statutory duties effectively

**The Leadership Team will:**

- Respond to consultation requests by creating opportunities for pupils and staff to share their comments, suggestions and feedback, ensuring that all voices are heard
- Implement the school's equality scheme, holding staff accountable for their behaviour and providing support and guidance as necessary
- Use informal and formal procedures as necessary to deal with 'difficult' situations
- Behave in accordance with the school's policies, leading by example
- Respond appropriately to the behaviour of pupils and staff, as a whole, and individuals (praising/challenging as necessary)
- Contribute to managing the implementation of the school's equality scheme

**All staff: teaching and non-teaching will:**

- Contribute to consultations and reviews
- Raise issues with line managers/phase leaders which could contribute to policy review and development
- Maintain awareness of the school's current equality policy and procedures
- Implement the policy as it applies to staff and pupils
- Behave with respect and fairness to all colleagues and pupils, carrying out the letter and spirit of the school's equality scheme
- Provide a consistent response to incidents, e.g. bullying cases and racist incidents
- Contribute to the implementation of the school's equality scheme

**Monitoring and review**

The policy is reviewed on an annual basis by the Inclusion Manager in conjunction with the Head of School and governing body; any changes made to this policy will be communicated to all members of staff. This policy will be updated and available online for parent, pupil and relevant stakeholder access.