

# Equality Policy

Haslingfield Endowed Primary School

<b>Approved By</b>	Standards Committee
<b>Date Approved</b>	November 2022
<b>Review Cycle</b>	Every 2 Years
<b>Next Review Due By</b>	November 2024
<b>Responsible Officer</b>	James Hayward

# 1. Our Values

Haslingfield Endowed Primary School is committed to equal opportunities. Our school will make all members of our school community feel welcome irrespective of race, colour, creed or impairment. Our values promote equality and tackle discrimination.

Our school:

- Will continuously build and deliver an inclusive curriculum, environment and resources
- Will respond to children's diverse needs
- Will seek to overcome potential barriers to learning

Haslingfield Endowed Primary School will have high ambitions for every child. Staff agree with the expectation that children with different needs and/or disabilities participate and achieve in every aspect of school life. Our vision is underpinned by the following **guiding principles**:

## All learners are of equal value

We see all learners and potential learners and their parents and carers 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 or non-religious affiliation or faith background
- Whatever their sexual identity or orientation

## We recognise and respect difference

Treating people equally does not necessarily involve treating them all the same. Our policies, procedures and activities will not discriminate but will nevertheless take account of difference of life-experience, outlook and background, and in the kinds of barrier and disadvantage which people may face in relation to:

- Disability, so that reasonable adjustments are made
- Ethnicity, so that different cultural backgrounds and experiences of prejudice are recognised
- Gender so that the different needs and experiences of girls and boys and women and men are recognised
- Religion, belief or faith background
- Sexual identity and orientation

## We foster positive attitudes and relationships and a shared sense of cohesion and belonging

We intend that our policies, procedures and activities should promote:

- Positive attitudes towards disabled people, good relations between disabled and non-disabled people and an absence of harassment of disabled people
- Positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, religious affiliation, national origin or national status and an absence of prejudice-related bullying and incidents

- Mutual respect and good relations between boys and girls and women and men and an absence of sexual and homophobic assessment

#### We observe good equalities practice in staff recruitment, retention and development

We will ensure that policies and procedures benefit all employees and potential employees, for example in recruitment and promotion and in continuing professional development:

- Whether or not they are disabled
- Whatever their ethnicity, culture, religious affiliation, national origin or national status
- Whatever their gender and sexual identify and with full respect for legal rights relating to pregnancy and maternity

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

In addition to avoiding or minimising possible negative impacts of our policies, we will take opportunities to maximise positive impact by reducing and removing inequalities and barriers that may already exist between:

- Disabled and non-disabled people
- People of different ethnic, cultural and religious backgrounds
- Girls and boys, women and men

#### We consult and involve widely

We will engage with a range of groups and individuals to 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 will consult and involve:

- Disabled people as well as non-disabled
- People from range of ethnic, cultural and religious backgrounds
- Both women and men and girls and boys
- Lesbian, Gay, bisexual and transgendered people as well as straight

#### Society as a whole should benefit

We intend that our policies and activities should benefit society as a whole, both locally and nationally by fostering greater social cohesion and greater participation in public life of:

- Disabled people as well as non-disabled
- People of a wide range of ethnic, cultural and religious backgrounds
- Both women and men, girls and boys
- Lesbian, Gay, bisexual and transgendered people as well as straight

#### We base our practices on sound evidence

We maintain and publish quantitative and qualitative information showing our compliance with the public sector duty (PSE) set out in clause 149 of the Equality Act 2010.

## Objectives

We will formulate and publish specific and measurable objectives, based on the evidence we have collected and published and the engagement in which we have been involved. The objectives that we identify will take into account national and local priorities and issues as appropriate. We will keep our equality objectives under review and report annually on progress towards achieving them.

## 2. School Context

Haslingfield Endowed Primary School is a rural village school in South Cambridgeshire with approximately 140 children on-roll. The school serves a catchment area of Haslingfield and Harlton and, as of 2022-23, runs a 5 class structure for children aged 4 to 11 years old.

The October 2022 school census show the school's diversity status for children as follows:

### Gender

Male	Female
57%	43%

### Special Educational Needs

With SEND	Without SEND
13%	87%

### Disadvantaged Backgrounds

From D.B	Not From D.B.
14%	86%

### Ethnicity

White British	White - Other	Non White
85%	6%	9%

### Religious Affiliation

Christian	Other Religion	No Religion
25%	2%	73%

## 3. Legal Context

### Public Sector Equality Duties

We are committed to meeting the public sector equality duties (PSED)

The Equality Act 2010 protects pupils from discrimination and harassment based on protected characteristics. The protected characteristics for school provision are:

- Age (for staff only)
- Disability
- Ethnicity and race
- Gender (sex)
- Gender identity and reassignment
- Pregnancy, maternity and breast feeding
- Religion and belief
- Sexual orientation
- Marriage and civil partnership (for staff only)

At the Haslingfield Endowed Primary School we implement accessibility plans which are aimed at:

- Increasing the extent to which disabled pupils can participate in the curriculum
- Improving the physical environment to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improving the availability of accessible information to disabled pupils

## General duties

### **Disability general duty** – *Disability Discrimination Act 2005*

We have a statutory duty to carry out our functions with due regard to the need to:

- promote equality of opportunity
- eliminate unlawful discrimination
- eliminate disability-related harassment
- promote positive attitudes towards disabled people
- encourage disabled people's participation in public life
- take steps to take into account people's disabilities

### **Gender general duty** – *Sex Discrimination Act as amended by the Equality Act 2006*

We have a statutory duty to promote gender equality with due regard to the need to:

- eliminate unlawful sex discrimination; and
- promote equality of opportunity and good relations between women and men, girls and boys

### **Race general duty** – *Race Relations Amendment Act 2000*

We have a statutory duty to promote race equality with due regard to the need to:

- eliminate unlawful discrimination
- promote equality of opportunity; and
- promote good relations between people of different racial groups

### **Community cohesion duty** – *Education and Inspections Act 2006*

In addition to addressing the duties outlined above, our school is committed to taking action on other equality strands (e.g. religion and belief, 'vulnerable' children) and we will also work hard to meet the duty to promote community cohesion. We will increase our focus on helping children and young people to learn to understand others, to value diversity whilst also promoting shared values, to promote awareness of human rights and to apply and defend them, and to develop the skills of participation and responsible action. We are committed to following DfES guidance in providing:

- teaching and curriculum provision that supports high standards of attainment, promotes common values, and builds pupils' understanding of the diversity that surrounds them
- lessons across the curriculum that promote common values and help pupils to value differences and challenge prejudice and stereotyping
- a programme of curriculum-based activities whereby pupils' understanding of community and diversity is enriched through fieldwork, visits and meetings with members of different communities
- support for pupils for whom English is an additional language to enable them to achieve at the highest possible level in English

### Specific duties: *disability, gender and race*

The specific duties ask schools to prepare and publish their policies and plans for meeting the general duties. All the specific duties have informed the production of our equality scheme. Section 4 (Roles and Responsibilities) details the involvement of all staff in the implementation of the scheme.

Action relevant to disability, gender, race, community cohesion and other diversity strands is specifically identified in the Action Plan.

We will adapt documents to facilitate those with a disability to access information about the school. Our information is available in electronic and paper versions; most of which can be access in the school office on request.

#### 4. Roles and Responsibilities

The Governing Body, supported by the Headteacher and staff, is responsible for ensuring the implementation of this scheme.

##### Commitment to implementation

The Headteacher will assume overall responsibility for ensuring that the action plan is delivered effectively.

Every 12 months, leaders and key staff will report to the Headteacher on actions and progress.

Every 12 months there will be a report on equality and diversity to the Governing Body

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

Responsibility for	Key person
Single equality scheme	Headteacher
Disability equality (including bullying	Headteacher
SEN/LDD (including bullying incidents)	Assistant Headteacher / SENDCo
Children Looked After / Pupil Premium	Headteacher & SENDCo
Safeguarding & Vulnerable children	Headteacher
Accessibility	Headteacher and Resources Committee
Gender equality (including bullying	Headteacher
Race equality (including racist incidents)	Headteacher
Equality and diversity in curriculum	All teaching staff / trainees / support staff
Equality and diversity – behaviour	All staff
Participation in all aspects of school life	All staff
Impact assessment	Senior Leadership Team
Stakeholder consultation	Headteacher / Governing Body
Policy review	Headteacher / Governing Body
Communication and publishing	Headteacher / School Business Manager

#### Commitment to review

The school equality scheme will be aligned with the School Development Plan and Premises / Accessibility Plan. Its implementation will be monitored within the school's self-evaluation and other review processes as well as being updated at least annually. Following this impact assessment, the whole equality scheme will be reviewed at least every four years.

#### Commitment to publish

Haslingfield Endowed Primary School strives to be known as a highly inclusive and ambitious for all.

We are committed to sharing information about our equality scheme as broadly as appropriate. We will also publish the results of a full scheme review every four years – in which we will make proposals for future action.