**Hassell Primary School**

‘Learning for Life’

Equality Policy

**Policy in place:** November 2022 **Review date:** November 2023

Equality and Diversity Statement

Hassell Community Primary School is a warm and welcoming school where we value the uniqueness of everyone and work with our community to develop the full potential of every child.

We believe that everyone has the right to be treated with dignity and respect.

Hassell Primary School is committed to promoting the welfare and equality of all of its staff, pupils and all members of the school community.

We will not discriminate against, harass or victimise or tolerate the discrimination, harassment or victimisation of any staff member, pupil, prospective pupil, or other member of the community.

We understand our duties regarding the protected characteristics:

• Sex.

• Age.

• Race.

• Disability.

• Religion or belief.

• Sexual orientation.

• Gender reassignment.

• Pregnancy or maternity.

• Marriage and civil partnership.

We aim to promote pupils’ spiritual, moral, social and cultural development, with special emphasis on promoting equality and diversity, and eradicating prejudicial incidents for pupils and staff. Our school is committed to not only eliminating discrimination, but also increasing and promoting understanding and appreciation for diversity.

Hassell Community Primary Equality Policy

The overall objective of the Hassell Community Primary School Equality Policy is to provide a framework for the school to pursue its equality duties, eliminating unlawful discrimination and harassment; promote equality of opportunity; and promote good relations and positive attitudes between people of diverse backgrounds in all its activities.

The principles of this policy apply to all members of the extended school community – pupils, staff, governors, parents and community members. Visitors and contractors are also expected to abide by the policy.

Legal Duties

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) 2014 guidance: The Equality Act 2010 and

schools.

We understand the principal of the act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity.

The Equality Act (2010) has identified nine characteristics which must be protected. These are:

• **Age** - Where this is referred to, it refers to a person belonging to a particular age (e.g. 32-year olds) or

range of ages (e.g. 18 - 30-year olds). Age discriminations does not apply to the provision of education,

but it does to work.

• **Disability** – A person has a disability they have a physical or mental impairment which has a

substantial and long-term adverse effect on that person's ability to carry out normal day-to-day activities.

• **Gender Reassignment** - The process of transitioning from one gender to another. 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, therefore changing from

male to female, or female to male). ‘Intersex’ or ‘Third Sex’ is not covered by the Act but the school will

treat Intersex children with the same degree of equality as children with Gender Dysphoria. Children as young as five may begin to show signs of gender dysphoria and therefore it is relevant in any school environment.

• **Marriage and civil partnership** – Marriage is a union between a man and a woman or between a

same-sex couple. Same-sex couples can also have their relationships legally recognised as 'civil

partnerships'. Civil partners must not be treated less favourably than married couples (except where

permitted by the Equality Act). Marriage and civil partnership discrimination does not apply to the

provision of education, but it does apply to work.

• **Pregnancy and Maternity** – Pregnancy is the condition of being pregnant or expecting a baby.

Maternity refers to the period after the birth, and is linked to maternity leave in the employment context.

• **Race** – Refers to the protected characteristic of race. It refers to a group of people defined by their race,

colour, and nationality (including citizenship) ethnic or national origins..

• **Religion and Beliefs** – Religion refers to any religion, including a lack of religion. Belief refers to any

religious or philosophical belief and includes a lack of belief. Generally, a belief should affect your life

choices or the way you live for it to be included in the definition. Religion and belief discrimination does

not prevent a school from carrying out collective worship or other curriculum-based activities, but pupils

may withdraw from acts of collective worship.

• **Sex** – A man or a woman.

• **Sexual Orientation** – Whether a person's sexual attraction is towards their own sex, the opposite sex

or to both sexes. Although children may not identify as gay or lesbian when very young, promotion of

sexual orientation equality is as relevant in a primary school environment. For example, a child may

have an older sibling or parent who is gay.

What is 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 detriment because of their involvement with proceedings (a complaint) brought in connection with this Act.

While it is unlawful to discriminate against a pupil with regards to the above-named characteristics, it is also unlawful to discriminate against another person with whom the child is associated e.g. parents.

Hassell Community Primary School will take relevant, proportionate and effective action to any issues that may arise with regards to discrimination, harassment and victimisation.

Reasonable Adjustments

Equality law recognises that bringing about equality for disabled people may mean changes bring made or extra support being provided. This is the duty to make ‘reasonable adjustments.’ Schools are required to make ‘reasonable adjustments’ to ensure that, as far as is reasonable, people with a disability have the same access to everything that non-disabled people do. When a duty arises, school will take steps to remove, reduce or prevent the obstacles for a disabled person. School is only required to make adjustments where they have been made aware of the disability.

Public Sector Equality Duty

The Public Sector Equality Duty requires that a public authority (Hassell Community Primary School) must, in the exercise of its functions, have due regard to the need to:

• Eliminate unlawful discrimination, harassment, victimisation 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 protected characteristics – between people who share a protected characteristic and people who do not share it.

Having ‘Due regard’ to the need to advance equality of opportunity is defined as the need to:

• Remove or minimise disadvantages.

• Take steps to meet different needs.

• Encourage participation when it is disproportionately low.

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.

In order to meet our duties, listed above, the law requires us to do some specific duties to demonstrate how we meet the general duties. These are to:

• Publish equality information – to demonstrate compliance with the general duty across its functions.

.• Prepare and publish equality objectives.

In accordance with the requirements outlined in the UK GDPR and Data Protection Act 2018, personal data will be lawfully collected and processed in line with the principles and practices outlined in the Data Protection Policy and only for specified, explicit and legitimate purposes, e.g. to comply with the school’s legal obligations. The school will collect equality information for the purpose of:

• Identifying key issues

• Assessing performance

• Taking action

We will collect data related to the protected characteristics and analyse this data to determine our focus for our equality objectives. Data will be taken from:

• Admissions

• Attendance

• Attainment

• Exclusions

• Prejudice related incidents

See Appendix for our Equality Objectives

In fulfilling our legal obligations, we will:

• Recognise and respect diversity- alongside our curriculum and assemblies, the school will plan on-going events to raise awareness of equality and diversity.

• Foster positive attitudes and relationships and a shared sense of belonging- this may include a focus on disability, respect for other cultures, religions and beliefs, anti-homophobia, gender equality, developing community cohesion and an understanding of the effects of discrimination.

• Observe good equalities practice, including staff recruitment, retention and development- we will collect and analyse information about protected characteristics in relation to staff recruitment, retention, training opportunities and promotions to ensure all staff have equality of opportunity. We will not ask health-related questions to job applicants before offering a job, unless it relates to an intrinsic function of the work they do. We will make reasonable adjustments such as providing auxiliary aids for disabled staff.

• Aim to reduce and remove existing inequalities and barriers- including ensuring the curriculum is adapted and accessible to all pupils including those with special educational needs and disabilities (SEND) or those for whom English is not their first language. Auxiliary aids and services will be provided for them, where reasonable adjustments are required. By planning ahead, staff will ensure that all pupils are able to take part in extra-curricular activities and residential visits, and the school will monitor the uptake of these visits to ensure no one is disadvantaged on the grounds of a protected characteristic.

• Consult and involve widely- We will seek the views of advisory staff and outside agencies and partnerships with other schools where this is needed. In planning the curriculum and resources the school will take every opportunity to promote and advance equality and challenge stereotypes and prejudice. We will regularly seek the views of pupils, parents, advisory staff and visitors to the school, to ensure that the school environment is as safe and accessible as possible to all school users. We will regularly review our accessibility plans.

* We will ensure that all staff are aware of their legal duties under the Equality Act 2010, the different forms of discrimination and what ‘reasonable adjustments’ mean in practice. We expect that all staff will be role-models for championing diversity and inclusion, deal with bullying and discriminatory incidents and be able to identify and challenge prejudice and stereotyping.

Addressing Prejudice Related Incidents

This school is opposed to all forms of prejudice and discrimination. The school will ensure that pupils and staff are aware of the impact of prejudice. Bullying and Prejudice Related Incidents will be carefully monitored and dealt with effectively. Regular training will be given to both existing and new staff to ensure that they are aware of the process for reporting and following up incidents of prejudice-related bullying, discrimination and harassment. If incidents occur we will address them immediately, record them appropriately and, where appropriate, report them to the LA.

Roles and Responsibilities

We believe that promoting equality is the whole school’s responsibility.

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| School Community Members | Roles and Responsibilities |
| Governing Board | Ensure that the school complies with all equality-related legislation and meets its obligations under the Public Sector Equality Duty.  Ensure that this policy and its procedures are implemented by the Headteacher.  Ensure the annual monitoring and evaluation of this policy.  Set equality objectives with the Headteacher at least every 4 years and monitor progress against them.  Ensure there is a designated governor to monitor that appropriate action is taken to deal with all prejudice and discrimination related incidents or incidents which are a breach of this policy. The governor will visit the school regularly to liaise with the Headteacher and to report back to the Governing Board.  Give due regard to the Public Sector Equality Duty when making decisions.  Ensure all other school policies promote equality.  Ensure that the school complies with the appropriate equality legislation and regulations.  Ensure that the school’s Admissions Policy does not discriminate in any way. Ensure equality of opportunity in its staff recruitment, promotion practices, professional development programmes and in membership of the Governing Board. |
| Headteacher  (supported by the school leadership team) | Promote key messages to staff, parents and pupils about equality and what is expected of them and what can be expected from the school in carrying out its day to day duties.  Implement the policy and its related procedures.  Make all staff aware of their responsibilities and provide training as appropriate to enable them to effectively deliver this policy.  Take appropriate action in any case of actual or potential discrimination.  Ensure that all staff understand their duties regarding recruitment and providing reasonable adjustments to staff.  Ensure that all staff and pupils are aware of the process for reporting and following up bullying and prejudice-related incidents.  Monitor and analyse the performance of different groups of children within the school and regularly report to the Governing Board on the standards achieved by different groups within the school.  Ensure equality of opportunity, diversity and statutory requirements are effectively planned for and delivered through the school curriculum. |
| All Staff | Implement this policy, its commitments and procedures, and know their responsibilities associated with this policy.  Know how to identify and challenge bias, prejudice and stereotyping and report any bullying and discriminatory incidents to the headteacher,.  Promote equality and good relations and not discriminate or harrass on any grounds.  Attend such training and information opportunities as necessary to enact this policy and keep up to date with equality legislation.  Identify and challenge bias and stereotyping within the curriculum and the school’s culture. |
| Pupils | Not discriminate or harass any other pupil or staff member  Recognise that they have a role and responsibility to promote equality, inclusion and good community relations.  Understand, promote and use to anti-bullying strategies.  Recognise and respond appropriately to incidents of discrimination and harassment and understand the action needed to report these. |
| Parents and family members | Be aware of and comply with this policy.  Support their child/children with awareness and compliance with this policy.  Take an active role in supporting and challenging the school to achieve the commitment given to tackling inequality and achieving equality of opportunity for all. |
| Visitors | To be aware of and comply with the school‘s equality policy at all times. |

Monitoring the Effectiveness of the Policy

The practical application of this policy will be reviewed at least annually by the Headteacher and the Governing board.

Complaints

Complaints with regard to this policy will be dealt with via the school’s complaints procedure, a copy of which is available from the school office, or on the website.

The school aims to resolve all complaints at the earliest possible stage and is dedicated to continuing to provide the highest quality of education possible throughout the procedure. Any person, including a member of the public, is able to make a complaint about the provision of facilities or services that the school provides. The school will adhere to the Complaints Procedures Policy to ensure a straightforward, impartial, non-adversarial process, that allows a full and fair investigation, respects confidentiality, and delivers an effective response and appropriate redress. If a complaint has completed the school’s process and the complainant remains dissatisfied, they have the right to appeal, as outlined in the Complaints Policy.