



THE HASELWORTH WAY P012

GOSPORT



HASELWORTH PRIMARY SCHOOL

Equality Policy and Objectives

Policy approved:	29 th January 2024	FGB
Signed:	<i>N Jones</i>	Headteacher
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Public Sector Equality Duty

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1. Aims

We welcome our general duty under the Equality Act 2010 to eliminate discrimination, to advance equality of opportunity and to foster good relations, and our specific duties to publish information every year about our school population; to explain how we have due regard for equality; and to publish equality objectives which show how we plan to tackle particular inequalities, and reduce or remove them.

The Equality Act 2010 requires us to publish information that demonstrates that we have due regard for the need to:

- **Eliminate unlawful discrimination, harassment, victimisation** and any other conduct 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** between people who share a protected characteristic and people who do not share it

Our school aims to promote respect for difference and diversity in accordance with our values:

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Haselworth is committed to equality both as an employer and a service provider:

- Our school's motto is "Dream, Believe, Succeed".
- We teach our pupils to become 'Responsible Citizens' by nurturing them to have respect for themselves, others and the environment.
- We ensure that everyone is treated fairly and with respect.
- We make sure that our school is a safe, secure and stimulating place for everyone.
- We recognise that people have different needs, and we understand that treating people equally does not always involve treating them all exactly the same.
- We recognise that for some students, extra support is needed to help them to achieve and be successful.
- We aim to make sure that no one experiences harassment, less favourable treatment or discrimination because of their age; any disability they may have; their ethnicity, colour or national origin; their gender; their gender identity or reassignment; their marital or civil partnership status; being pregnant or having recently had a baby; their religion or beliefs; their sexual identity and orientation.

2. Legislation and guidance

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) guidance: [The Equality Act 2010 and schools](#).

3. Roles and responsibilities

The governing body will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, pupils and parents

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- Ensure that the published equality information is updated at least every year, and that the objectives are reviewed and updated at least every 4 years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher

The headteacher will:

- Promote knowledge and understanding of the equality objectives among staff and pupils
- Monitor success in achieving the objectives and report back to governors

4. Eliminating discrimination

The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.

Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

Staff and governors are regularly reminded of their responsibilities under the Equality Act – for example, during meetings. Where this has been discussed during a meeting it is recorded in the meeting minutes.

New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training.

5. Advancing equality of opportunity

As set out in the DfE guidance on the Equality Act, the school aims to advance equality of opportunity by:

- Removing or minimising disadvantages encountered by people that are connected to a particular characteristic they have
- Taking steps to meet the particular needs of people who have a particular characteristic
- Encouraging people who have a particular characteristic to participate fully in any activities

In fulfilling this aspect of the duty, the school will:

- Analyse data to determine strengths and areas for improvement, implement actions in response and publish this information
- Make evidence available identifying improvements for specific groups
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils

6. Fostering good relations

The school aims to foster good relations between those who share a protected characteristic and those who do not share it by:

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- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE, citizenship and personal, social, health and economic (PDL) education, but also activities in other curriculum areas. For example, as part of teaching and learning in English/reading, pupils will be introduced to literature from a range of cultures
- Holding assemblies dealing with relevant issues. Pupils will be encouraged to take a lead in such assemblies and we will also invite external speakers to contribute
- Working with our local community. This includes inviting leaders of local faith groups to speak at assemblies, and organising school trips and activities based around the local community
- Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school. All pupils are encouraged to participate in the school's activities, such as sports clubs. We also work with parents to promote knowledge and understanding of different cultures
- We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach

7. Equality considerations in decision-making

The school ensures it has due regard to equality considerations whenever significant decisions are made.

The school always considers the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, the school considers whether the trip:

- Cuts across any religious holidays
- Is accessible to pupils with disabilities
- Has equivalent facilities for boys and girls

8. Our main equality challenges

- To narrow the attainment gap and improve outcomes for all students regardless of special educational need, disability, race, ethnicity, socio economic group, religion, health or gender.
- Raise the attainment, achievement and narrow the gap between all groups of students so that they exceed the national standards
- Ensure rich and diverse learning throughout the curriculum with SMSC and fundamental British Values in mind to promote friendship, tolerance and understanding of local and wider communities.
- To strengthen the links with the local church community and seek opportunities to work closely with other faith groups in the local community.

9. How we have due regard for equality

The information provided here aims to show that we give careful consideration to equality issues in everything that we do.

Schools and academies are required to have due regard to the need to **eliminate discrimination, harassment and victimisation** and other conduct that is prohibited by the Equality Act 2010.

The information below is a summary of how we are aware of this particular requirement and how we respond to it. Please contact us if you would like to see copies of any of our policies.

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- We are aware of the requirements of the Equality Act 2010 that it is unlawful to discriminate, treat some people less fairly or put them at a disadvantage.
- We keep an accurate record, when possible and appropriate, of the protected characteristics of our pupils and employees.
- We have a school behaviour policy that outlines our expectations of both students and staff in their interactions with each other.
- We have a school anti-bullying policy that identifies our commitment to anti-bullying. It includes procedures for reporting and dealing with incidences of bullying.
- We deal promptly and effectively with all incidents and complaints of bullying and harassment that may include cyber-bullying and prejudice-based bullying related to disability or special educational need, ethnicity and race, gender, gender reassignment, pregnancy or maternity, religion and belief and sexual orientation.
- We keep a record of all such incidents and notify those affected of what action we have taken.
- We keep records of all incidents of discriminatory behaviour against all groups.
- We have a special educational needs and disabilities (SEND) policy that outlines the provision the school makes for students with special educational needs and who have English as an additional language.
- We are DfE compliant regarding disability access.
- Our complaints procedure sets out how we deal with any complaints relating to the school.
- We aim to observe and implement the principles of equal opportunities and non-discrimination in our employment practices.
- We pay due regard within our recruitment practices, to safeguarding and protecting our students.
- We have procedures for addressing staff discipline, conduct and grievances.
- We track the progress of students from protected groups via INSIGHT.
- All teaching staff ensure that interventions are put into place for any student who is underachieving.
- We conduct risk assessments for individual incidences of pregnancy.

10.Special Educational Needs and Disabilities

We are committed to working for the equality of people with and without disabilities.

We are an inclusive school that pays due regard to the differences between our students, both those with and without disability. Our SENDCO works closely with our pupils, their parents / guardians and staff in order to provide a high quality learning environment in order to eliminate inequality. This is reflected in their Provision Maps, which all relevant staff members have access to, in order to support them delivering an accessible curriculum.

Haselworth Primary School complies with Access Arrangements and reasonable adjustments for students with disabilities. The school's commitment to viewing every student as an individual is paramount.

How we advance equality of opportunity:

- We have a DSL and two DDSLs
- All staff have received Safeguarding training in Prevent (Preventing Violent Extremism) as part of whole staff INSET.

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- We share medical data with staff on a need to know basis. e.g. Nut allergy for cooking/food tasting/lunches.
- Staff report concerns around students using CPOMs.
- Annual anti-bullying assemblies during Anti-bullying week and throughout the year.
- An anti-bullying unit of lessons is taught, as part of our PSHE curriculum, annually.
- Consult families on school provision (learning support), when appropriate.
- Year 6 transition procedures ensure equal access to all students with Provision Maps or Education, Health and Care Plans (EHCPs) of SEND. We run a comprehensive Enhanced Transition Programme for our Year 6 pupils who need additional support.
- We will support disabled learners and staff by meeting their individual needs. We work closely with advisory teachers and specialists.
- We will take steps (reasonable adjustments) to ensure that disabled students or staff are not put at a disadvantage compared to other students or staff members respectively.
- We carry out accessibility planning for disabled students and staff that increases the extent to which they can participate in the curriculum, improves the physical environment of the school and increases the availability of accessible information to disabled students or staff.
- We provide a curriculum that aims to eliminate discrimination.
- We identify students at risk of disadvantage and implement strategies to support them.
- Our staff have relevant CPD, e.g. Child Protection
- We set targets to improve the attainment and progression rates of particular groups of students.
- We identify and address barriers to the participation of particular groups in learning and other activities.
- We involve parents, carers and families in initiatives and interventions to improve outcomes for particular groups.
- We link with groups, organisations and projects in the local community.

How we foster good relations and promote community cohesion:

- All members of the Haselworth teaching and support team constantly model appropriate behaviour which promotes positive relations and community cohesion.
- All members of staff constructively challenge unacceptable words and behaviour which contravene this objective.
- Fully involve parents with EHCP plans and Annual Review meetings.
- We hold weekly Celebration assemblies, weekly thematic assemblies, whole school collective workshop and class reflection.
- We tackle prejudice and any incidents of bullying based on disability.
- We are developing a curriculum that supports all pupils to understand, respect and value difference and diversity. This is part of the RE (Religious Education), PSHE, Philosophy for Children, History and French curriculum.

11.Ethnicity and Race (including EAL learners)

We are committed to working for the equality of all ethnic groups.

How we advance equality of opportunity:

- We communicate with EAL families in their own language, when necessary.

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- We will develop learning profiles for our EAL students who require extra support.
- We hold CPD (Continued Professional Development) for all staff involved with pupils in the classroom to ensure that they have the strategies to allow the students to make progress.
- We ensure that the curriculum challenges racism and stereotypes.
- Children from various cultures and races are represented in our teaching materials.
- We plan and deliver lessons with a variety of learning styles, using dual coding and practical resources to engage learners.
- Our approach to PSHE is conducted within a moral and values framework which is based on the principles of respect, understanding and empathy towards others of different backgrounds, cultures, feelings and views.
- We provide clubs before and after school as well as during lunchtimes.
- We identify students who need to catch up in English and maths as part of our termly data analysis and provide them with a programme of support, including small group interventions.
- We offer our educational visits and trips to all students.

How we foster good relations and promote community cohesion:

- Students have numerous opportunities to develop team and leadership skills.
- We promote British Values in assemblies, and displays around the school promote these values.
- We are approachable to all families and gain support with communication when necessary.

12. Religion and belief

We pride ourselves on the teaching of world religions in Religious Education, believing that it contributes to a positive learning environment and enhances community cohesion. We recognise and celebrate diverse religious festivals.

How we advance equality of opportunity:

Policies:

- School designated 'Safeguarding' person and team.
- Staff report concerns around students using CPOMs
- CPD, e.g. Child Protection.
- The school is sensitive to the religious beliefs of its students and personalises its response accordingly to ensure that students are taking a full part in school life.
- All staff have received Safeguarding training in Prevent as part of whole staff INSET.

How we foster good relations and promote community cohesion:

- Display positive images and use resources that depict diversity.
- Teaching materials and resources represent children from a range of religious backgrounds and ethnicities.
- Celebration assemblies and Collective Worship led by the local vicar.

13. Gender and Sexual Orientation

We are committed to providing a safe environment for all pupils and staff. We aim to tackle any discrimination faced by pupils and staff based on their gender or sexual orientation.

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How we advance equality of opportunity:

- We ensure that gender stereotypes in teaching materials and resources are avoided and challenged.
- We ensure that student or pupil views which negatively represent one gender or sexual orientation, expressed during lessons, such as philosophy, are challenged.
- The school has an Anti-bullying Policy.
- We collect data on bullying and report all incidents related to homophobia.
- We ensure we respond to any sexist bullying or sexual harassment in line with the school policies.
- We encourage students to develop an understanding of the experiences of different genders in society and challenge sexism and negative stereotypes.
- We ensure the inclusion of positive, non-stereotypical images of women and men, girls and boys across the curriculum.

14. Our equality objectives

The Equality Act 2010 requires us to publish specific and measurable equality objectives. Our equality objectives are based on our analysis of data and other information. Our equality objectives focus on those areas where we have agreed to take action to improve equality and tackle disadvantages.

We will regularly review the progress we are making to meet our equality objectives.

- To continue to raise the attainment and achievement of every student so that they exceed national standards regardless of special educational need, disability, race, ethnicity, socio economic group, religion, health or gender
- To ensure that equality of opportunity permeates the whole curriculum and ethos of the school.
- Continued equal access and treatment for all.
- To continue to ensure all teaching materials in school represent a diverse range of cultures and ethnicities.
- Pupil Progress meetings with senior leaders to discuss data and look at ways to improve performance by being responsive to the changing needs of the pupils.
- To develop our student voice in conjunction with the School Council and incorporate a diversity agenda where issues are explored and, where possible, acted upon.