



Thorns Community



Infant School

Park Hill Thorns Federation

*Successful, confident learners, responsible, compassionate individuals.*

## **Equality Policy (Adapted from LA model policy)**

Written: December 2011

Reviewed: January 2019

Agreed by governors: January 2019

Reviewed: January 2022

Next Review: January 2023

## Legal Duties

As Park Hill Thorns Federation, we welcome our duties under the Equality Act 2010. We are committed to;

- Ensuring that everyone is treated fairly and with respect.
- Making our school a safe, secure and stimulating place for everyone.
- Consulting and involving people from different groups in our decisions, for example, through talking to pupils and parents/carers and through our School Council.
- Recognising that people have different needs and that promoting equality will involve addressing those needs rather than treating everyone the same.

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

A protected characteristic under the act covers the groups listed below:

- age (for employees not for service provision),
- disability
- ethnicity
- gender
- gender reassignment
- maternity and pregnancy
- religion and belief, and
- sexual identity
- Marriage and Civil Partnership (for employees)

## Public Sector Equality Duty (PSED)

We are bound by the ‘Public Sector Equality Duty (PSED) section of the Equality Act 2010.

The new Equality Duty has two parts: the “general” duty and “specific” duties. The general duty is the overarching legal requirement for schools.

The General Duty has three aims; it requires public bodies to have due regard to the need to:

- eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Equality Act
- advance equality of opportunity between people who share a protected characteristic and people who do not share it; and
- foster good relations between people who share a protected characteristic and people who do not.

Compliance with the general duty is a legal obligation but also makes good business sense because it enables schools to provide services which meet the diverse needs

of pupils, parents and staff.

**Specific Duties** require public bodies to:

- publish relevant, proportionate information demonstrating compliance with the Equality Duty. Subsequently, the information must be published at least annually; and
- set and publish first equality objectives which are specific and measurable. Subsequent objectives must be published at least every four years.

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

Publish equality information - to demonstrate compliance with the general duty across its functions - **Appendix 1** published on school websites. This document is reviewed annually.

We will not publish any information that can specifically identify any individual child or adult

Prepare and publish equality objectives - **Appendix 2** published on school websites. This document is reviewed annually.

To do this we will collect data related to the protected characteristics above and analyse this data to determine our focus for our equality objectives. The data will be assessed across our core provisions as a school. This will include the following functions:

- Admissions
- Attendance
- Attainment
- Exclusions
- Prejudice related incidents

Our objectives will detail how we will ensure equality is applied to the services listed above however where we find evidence that other functions have a significant impact on any particular group we will include work in this area.

We also welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.

We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

**Core Statements:**

In fulfilling our legal obligations we will be guided by seven core statements plus two further principles:

Statement 1: All learners are of equal value.

Statement 2: We recognise, welcome and respect diversity.

Statement 3: We foster positive attitudes and relationships, and a shared sense of belonging.

Statement 4: We observe good equalities practice, including staff recruitment, retention and development.

Statement 5: We aim to reduce and remove existing inequalities and barriers.

Statement 6: We consult and involve widely

Statement 7: We strive to ensure that society will benefit.

Principle 1: As part of the Federation's Code of Conduct, all members of staff and children are expected to show respect for and appreciation of each other as individuals.

Principle 2: We aim, in accordance with the Public Sector Equality Duty and as part of the Federation's code of conduct to foster good relations between staff, students, visitors, parents no matter their gender, race, colour, ethnic or national origin, religion, beliefs or ability.

### **Our Ethos/mission**

The aim of Park Hill Thorns Federation is to provide a welcoming, safe and nurturing environment where the self-esteem of children and adults is highly valued. We strive to provide a high-quality education that nurtures caring, confident, respectful and happy children through the creation of a challenging, constructive, creative and positive curriculum.

The Federation aims to develop children towards their full academic and social potential by encouraging them to set realistic personal goals and take increasing responsibility for their own learning. We see both Schools as an integral part of a local, wider and global community where children gain knowledge and understanding about the world and its affairs, the links between countries, different peoples' points of view and a growing ability to recognise inequalities and injustices and to take appropriate action.

### **Our Current Equality Practice**

Admission: The Federation's admission policy does not permit race, colour, nationality, ethnic or national origin or religion and beliefs to be used as criteria for admission.

The Curriculum: The curriculum will not subject pupils to discrimination. All pupils will have equal access to all areas of the school curriculum. The staff will make

every effort to be constantly aware that their own expectations affect the achievement, behaviour and status of each pupil. The curriculum will be planned to promote the spiritual, moral, cultural, mental and physical development of all pupils. It will be balanced, objective and sensitive and will not overtly highlight sexual and cultural diversity.

Language: The Federation views linguistic diversity positively. The aim is to make pupils and staff feel that their language or dialect is valued and will therefore allow them to use their home language in school with the proviso that it will not be used to exclude others. Staff will be conscious of, and try to avoid, any racist or sexist connotations in the language they themselves use. All pupils' names will be accurately recorded and every effort will be made to correctly pronounce them, avoiding the Anglicisation of names.

Resources: The Federation will provide resources for all pupils according to their needs, irrespective of gender, ability, race, colour, nationality, religion, beliefs or ethnic origin.

Staff will ensure that the resources used in all curriculum areas are multi-cultural and non-sexist, containing positive images of all groups. Resources that do not fill these criteria will be replaced and withdrawn from use. Pupils will have access to accurate, up to date information about the similarities and differences between cultural groups. The issue of stereotyping will be brought to pupils' attention and every effort will be made to select teaching materials that do not reinforce stereotypes. Stereotypical comments will be challenged.

Staff: The Federation values diversity amongst the staff. In all staff appointments the best candidate will be appointed, based upon strict professional criteria, regardless of gender, race, colour, disability, nationality, religion and beliefs. Where an existing member of staff becomes disabled, or has a disability that worsens, the school will consult with the individual about their needs and will make reasonable adjustments to meet those needs. Where a staff member is pregnant, the school will consult with the individual and will make reasonable adjustments during the pregnancy and in relation to local authority maternity guidance.

The Federation, in accordance with Race Relations Act (RED), Gender Equality Duty (GED) and Disability Equality Duty (DED) promotes equality and opportunity between disabled people, between people of different racial groups and between people of different gender.

**Policies which particularly contribute to the promotion of equality are,**

- School Behaviour Policy
- Anti-bullying and harassment (this includes cyber-bullying and prejudice based bullying)
- Special Educational Needs Information Statement
- Complaints Procedure - sets out how we deal with complaints relating to our school.

- Staff discipline and grievance
- ICT & E-safety Policy
- Teaching and Learning Policy
- Relationship and Sex Education Policy
- PHSE and Wellbeing Policy
- Addressing Prejudice Related Incidents

This Federation is opposed to all forms of prejudice and we recognise that children and young people who experience any form of prejudice related discrimination may fare less well in the education system. We provide both our pupils and staff with an awareness of the impact of prejudice in order to prevent any incidents. If incidents still occur we address them immediately and report them to the Local Authority using their guidance material. The Local Authority may provide some support.

## Responsibility

We believe that promoting Equality is the responsibility of everyone in the school community:

School Community	Responsibility
Governing Body	<ul style="list-style-type: none"> <li>• Involving and engaging the whole school community in identifying and understanding equality barriers and in the setting of objectives to address these.</li> <li>• The Governing Body will also agree the Equality Statement and objectives.</li> </ul>
Executive Head Teacher/Head of Teaching and Learning	<p>As above including:</p> <ul style="list-style-type: none"> <li>• Promoting key messages to staff, parents and pupils about equality and what is expected of them and can be expected from the school in carrying out its day to day duties. Ensuring that the whole school community receives adequate training to meet the need of delivering equality, including pupil awareness.</li> <li>• Ensure that all staff are aware of their responsibility to record and report</li> <li>• Prejudice related incidents.</li> </ul>
Senior Management Team	<ul style="list-style-type: none"> <li>• To support the Executive Head, Head of School and Assistant Head as above.</li> <li>• Ensure fair treatment and access to services and opportunities. Ensure that all staff are aware of their responsibility to record and report prejudice related incidents.</li> </ul>
Teaching Staff	<ul style="list-style-type: none"> <li>• Help in delivering the right outcomes for pupils.</li> <li>• Uphold the commitment made to pupils and parents/carers on how they can be expected to be treated.</li> </ul>

	<ul style="list-style-type: none"> <li>• Design and deliver an inclusive curriculum.</li> <li>• Ensure that you are aware of your responsibility to record and report prejudice related incidents.</li> </ul>
Non Teaching Staff	<ul style="list-style-type: none"> <li>• Support the school and the governing body in delivering a fair and equitable service to all stakeholders.</li> <li>• Uphold the commitment made by the Executive Head Teacher, Head of School and Assistant Head on how pupils and parents/carers can be expected to be treated.</li> <li>• Support colleagues within the school community.</li> <li>• Ensure that you are aware of your responsibility to record and report prejudice related incidents.</li> </ul>
Parents	<ul style="list-style-type: none"> <li>• Take an active part in identifying barriers for the school community and in informing the governing body of actions that can be taken to eradicate these.</li> <li>• Take an active role in supporting and challenging the school to achieve the commitment given to the school community in tackling inequality and achieving equality of opportunity for all.</li> </ul>
Pupils	<ul style="list-style-type: none"> <li>• Support the school to achieve the commitment made to tackling inequality. Uphold the commitment made by the Executive Head Teacher, Head of School and Assistant Head on how pupils and parents/carers, staff and the wider school community can be expected to be treated.</li> </ul>
Local Community Members	<ul style="list-style-type: none"> <li>• Take an active part in identifying barriers for the school community and in informing the governing body of actions that can be taken to eradicate these.</li> <li>• Take an active role in supporting and challenging the school to achieve the commitment made to the school community in tackling inequality and achieving equality of opportunity for all.</li> </ul>

We will ensure that the whole Federation community is aware of the Equality & Diversity Statement and our published equality information and objectives by publishing them on schools website, part of a special newsletter, through other mediums as identified by the Governing Body.

## Breaches

Breaches to this statement will be dealt with in the same ways that breaches of other Federation policies are dealt with, as determined by the Executive Head Teacher and governing body. The current procedure for dealing with incidents of discrimination is as follows:

All forms of discrimination by any person within the Federation will be treated seriously. A record of any incident of discrimination will be kept on the Discrimination Incident Form. The following procedures will be used when dealing with perpetrators. In all cases, it will be made clear to the offending individuals that such behaviour is regarded as unacceptable.

### Action:

1. Members of staff will not ignore any form of discriminatory abuse, assault, insult or joke however this is perpetrated. Members of staff will respond immediately.
2. Executive Head Teacher / Head of School / Assistant Head to be informed and where necessary lead
3. Listen to all parties
4. The reasons why the actions are unacceptable will be explained to the perpetrator. Staff will also reinforce the schools position in relation to the form of discrimination. Persistent offenders will be referred to the Executive Head Teacher / Head of School / Assistant Head. Perpetrator's behaviour (rather than the person) will be the focus.
5. Further incidents will be reported to parents, whose co-operation will be sought.
6. The incident will be recorded on the Discrimination Incident Form.

In all cases, it will be important to establish the facts of the occurrence rather than rely on the interpretation of individuals. In all cases it will be made clear to the individual that the behaviour is unacceptable and the reasons for it being unacceptable, although we will be prepared to distinguish between discrimination by intent and discrimination as the result of ignorance.

It is important that discriminatory behaviour is challenged and is seen, by all pupils, to be challenged.

### Monitor and Review

**Every year,** we will review our objectives in relation to any changes in our school profile. Our objectives will sit in our overall school improvement plan and therefore will be reviewed as part of this process.

Date Approved:.....

Date to be reviewed:.....

The following Acts are relevant to this policy:

DED - The Disability Equality Duty, introduced into legislation in the Disability Discrimination Act (amended 2005)

GED - The Gender Equality Duty, introduced into legislation in the equality Act 2006

PSED - Public Sector Equality Duty (2011)

<http://www.homeoffice.gov.uk/equalities/equality-act/equality-duty/>, date accessed 1/11/2011

RED - The Race Relations (Amendment) Act 2000: Section 2 and Schedule 1A

The Disability Discrimination Act 1995 (as amended by the Disability Discrimination Act 2005): section 49A

The Equality Act (2010)

The Sex Discrimination Act 1975 (as amended by Equality Act 2006: section 76A)

## **Appendix 1**

### **Equality Information - Annually**

Who comes to our school? Equality information is provided below.

A summary of our equality objectives is provided below. The complete document is also available, and can be downloaded by clicking on the link to the left of the page.

**The key areas that we address are as follows:**

#### **Who Comes to Our School?**

We document and analyse our school population by groups, which we have a statutory obligation to plan services for. As a school, our main function is to provide good access to educational opportunities and help/support our pupils to do well at school. We also ensure our procedures and practices do not disadvantage anyone in our school.

#### **Advance equality of opportunity between those who share a protected characteristic and those who do not**

Our main priority is to provide equal opportunities to access education according to individual needs, and to promote achievement and attainment for everyone who comes to our school. Ongoing analysis of our data informs our planning.

#### **Foster good relations between those who share a protected characteristic and those who do not**

We want our school community to be a welcoming and comfortable environment for all who come here. We work to foster an open environment where people feel they are being treated with dignity and respect.

#### **Eliminate unlawful discrimination, harassment and victimisation (as defined by Equalities Act 2010)**

#### **Participation, engagement and satisfaction with our equalities practices**

#### **Continue to encourage a diverse workforce**

We continue to involve all those at school in developing our equality practices.

## Appendix 2 Equality

### Objectives

The objectives which we identify represent our school's priorities and are the outcomes of careful review and analysis of data and other evidence. They also take into account national and local priorities and issues.

**Our Equality Objectives for 2021 - 2022 are to achieve improved outcomes for all groups of children in school by:**

- Develop music, science, learning skills and history curriculum
- Improve quality of teaching and learning through a review of policy and practice; Rosenshine principles to underpin review of teaching and learning; reviewing material/sequencing concepts and modelling
- Teaching of core skills in phonics/early reading and maths fact fluency including the use of assessment data to inform personalised support and catch up
- Support for mental health through Big Umbrella (KS2) and building resilience
- Monitoring and evaluating by senior leaders and subject leaders
- Governance and supporting induction of new governors
- Implement new early years curriculum
- Nuffield Early Language Intervention

Our Improvement Plan demonstrates how we will achieve our objectives.

### Monitoring and Reviewing Objectives:

We review and update our equality objectives every year and report annually to the Governing Body on progress towards achieving them. We involve and consult staff, pupils, governors, parents and carers as appropriate throughout the year.

### 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.