



Equality Policy

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Signed: Grant Knox (Chair of Governing Body)

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Equality Policy.....	
Statement of intent	3
Aims	3
How we will achieve our aims.....	3
Development of the Policy.....	5
What we are doing to eliminate discrimination, harassment and victimisation.....	5
Encouraging Positive Social Interaction, Exclusions and Attendance.....	5
Addressing prejudice and prejudice based bullying.....	6
Positive Action.....	6
What we are doing to foster good relations	6
Governing body.....	7
Headteacher and Leadership team	7
All teaching and support staff will	7
Visitors.....	7
Equal Opportunities for staff.....	7
Disseminating the policy.....	7
Part Two.....	8
Our Legal Duties.....	8
The ‘Protected Characteristics’ within equality law are:	8
‘Prohibited Conduct’ (acts that are unlawful):.....	9
Public Sector Duties (applies to schools):.....	9
Reasonable Adjustments and Accessibility Plans (Schedule 10).....	10
Responsibilities	11
Governing Body	11
Headteacher.....	11
All staff	11
SENCo	11
Pupils.....	11
Visitors (e.g. parent helpers, contractors)	11
Appendix.....	12

Equality Policy

Statement of intent

This single policy replaces separate policies the school has on race, disability and gender to eliminate discrimination, advance equality of opportunity and foster good relations. It reflects the legal duties set out in the [Equality Act 2010](#) and [non-statutory guidance](#) set out by the government in December 2011 and March 2012. Part One sets out the school's aims to promote equality of opportunity and comply with the Act; Part Two sets out the legal duties which are referred to in Part One. To view the school's current equality objectives see our Aims and Objectives, accessible on the website.

Aims

The primary aim of Hodge Clough Primary School is to enable all pupils to take part as fully as possible in every part of school life by developing each child's self-confidence, recognising their strengths and encouraging them to achieve their full potential.

Our approach to equality is based on the following 7 key principles:

- 1. All learners are 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 and whatever their sexual orientation.
- 2. We recognize, respect and value difference and understand that diversity is a strength.** We take account of differences and strive to remove barriers and disadvantages, which people may face, in relation to disability, ethnicity, gender, religion, belief or faith and sexual orientation. We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.
- 3. We foster positive attitudes and relationships.** We actively promote positive attitudes and mutual respect between groups and communities different from each other.
- 4. We foster a shared sense of cohesion and belonging.** We want all members of our school community to feel a sense of belonging within the school and wider community and to feel that they are respected and able to participate fully in school life.
- 5. We observe good equalities practice for our staff.** We ensure that policies and procedures benefit all employees and potential employees in all aspects of their work, including in recruitment and promotion, and in continuing professional development
- 6. We have the highest expectations of all our children.** We expect that all children can make good progress and achieve to their highest potential
- 7. We work to raise standards for all children, but especially for the most vulnerable.** We believe that improving the quality of education for the most vulnerable groups of children raises standards across the whole school.

How we will achieve our aims

At Hodge Clough Primary School we will take steps to advance equality of opportunity, foster good relations and eliminate discrimination or harassment across all the protected characteristics (age, race, gender reassignment, disability, marriage and civil partnership, religion and belief, pregnancy and maternity, gender, sexual orientation) within the school community.

This means:

- We will take reasonable and necessary steps to meet pupils' needs by using a variety of approaches and planning [reasonable adjustments](#) for disabled pupils, enabling our pupils to take as full a part as possible in all the activities of the school. We will make reasonable adjustments to ensure the school environment and its activities are as accessible and welcoming as possible for pupils, staff and visitors to the school. We are also committed to ensuring staff with a disability have equality of opportunity.

- We will actively encourage positive attitudes towards pupils and staff and expect everyone to treat others with dignity and respect.
 - We will regularly consider the ways in which the taught and wider curricula will help to promote awareness of the rights of individuals and develop the skills of participation and responsible action.
 - We will regularly consider the ways in which our teaching and the curriculum provision will support high standards of attainment, promote common values, and help students understand and value the diversity that surrounds them, and challenge prejudice and stereotyping.
 - We will monitor the progress and achievement of pupils by the relevant and appropriate protected characteristics.
 - 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 our disabled staff.
 - We will ensure the curriculum is accessible to all pupils 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, we will ensure that all pupils are able to take part in extra-curricular activities and residential visits, and we will monitor the uptake of these to ensure no one is disadvantaged on the grounds of a protected characteristic.
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- 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 we will take every opportunity to [promote and advance equality](#).
 - 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](#)
 - We expect that all staff will be role-models for equal opportunities, deal with bullying and discriminatory incidents and be able to identify and challenge prejudice and stereotyping.
 - Throughout the year, we will plan on-going events to raise awareness of equality and diversity. This may include a focus on disability, respect for other cultures, religions and beliefs, anti-homophobia/gay pride, gender equality, developing [community cohesion](#) and an understanding of the effects of discrimination.
 - We will ensure pupil/parent/staff consultation is regularly sought in the development and review of this policy.
 - 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 welcome a diverse range of candidates and encourage those who are currently under-represented to join.
 - 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 will consult with stakeholders, i.e. pupils, parents/carers, staff and relevant community groups, to establish [equality objectives](#) and draw up a plan based on information collected on protected groups and accessibility planning. These equality objectives will be reviewed and reported on annually.
- When drawing up policies, we will carry out an [equality impact assessment](#) (EIA) to ensure a policy does not, even inadvertently, disadvantage groups of pupils with protected characteristics. We will consider to what extent a new/revised policy, practice or plan meets the Public Sector Equality Duties (eliminates discrimination, advances equality and fosters good relations for all the protected characteristics) and recommend changes/mitigations where necessary (DCC policies will have already had EIAs carried out).

Development of the Policy

This policy is part of our commitment to promoting equalities and providing an inclusive school.

When developing the policy we took account of the DfE guidance on the Equality Act 2010 and also the Ofsted inspection framework 2012, which places a strong focus on improving the learning and progress of different groups and on closing gaps in standards.

We note that OFSTED has a statutory duty to report on the outcomes and provision for children who are disabled and those who have special educational needs.

What we are doing to eliminate discrimination, harassment and victimisation

We take account of equality issues in relation to admissions and exclusions; the way we provide education for our children and the way we provide access for children to facilities and services.

We are aware of the Reasonable Adjustment duty for disabled children – designed to enhance access and participation to the level of non-disabled children and stop disabled children being placed at a disadvantage compared to their non-disabled peers.

The Headteacher ensures that all appointment panels give due regard to this policy so that no one is discriminated against when it comes to employment, promotion or training opportunities.

We 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 take seriously the need to consider the equality implications when we develop, adapt and review any policy or procedure and whenever we make significant decisions about the day today life of the school. We make a record of each specific equality consideration and this is available for review if required.

We actively promote equality and diversity through the curriculum and by creating an environment which champions respect for all.

Our admissions arrangements are fair and transparent, and we do not discriminate against children by treating them less favourably on the grounds of their sex, race, disability, religion or belief, sexual orientation, gender reassignment.

Encouraging Positive Social Interaction, Exclusions and Attendance

The school Policy on Encouraging Positive Social Interaction takes full account of the new duties under the Equality Act. We make reasonable, appropriate and flexible adjustment for children with

a disability. We closely monitor data on absence (any exclusions) for evidence of over-representation of different groups and take action promptly to address concerns.

Addressing prejudice and prejudice based bullying

The school challenges all forms of prejudice and prejudice-based bullying, which stand in the way of fulfilling our commitment to inclusion and equality:

- prejudices around disability and special educational needs;
- prejudices around race, religion or belief, for example anti-Semitism and Islamophobia, Travellers, migrants, refugees and people seeking asylum; and
- prejudices around gender and sexual orientation, including homophobic and transphobic attitudes.

Where necessary, we will keep a record of different prejudice-related incidents and provide a report to the governors about the numbers, types and seriousness of prejudice-related incidents at our school and how we dealt with them. We will review this data termly and take action to reduce incidents.

We are aware that the legislation relates mainly to current but also to future children – we will for example, be sufficiently prepared if a Visually Impaired, Hearing impaired or Gypsy Roma Traveller pupil joins our school.

We avoid language that runs the risk of placing a ceiling on any children's achievement or that seeks to define their potential as learners, such as "less able".

We use a range of teaching strategies that ensures we meet the needs of all children

We provide support to children at risk of underachieving

We are alert and proactive about the potentially damaging impact of negative language in matters such as race, gender, disability and sexuality.

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

- disabled and non-disabled people; and
- people of different ethnic, cultural and religious backgrounds
- girls and boys

We ensure equality of access for all children to a broad and balanced curriculum, removing barriers to participation where necessary.

Positive Action

We will take positive and proportionate action to address the disadvantage faced by particular groups of children with particular protected characteristics, such as targeted support. The actions will be designed to meet the school's Equality Objectives.

What we are doing to foster good relations

We prepare our children for life in a diverse society and ensure that there are activities across the curriculum that promotes the spiritual, moral, social and cultural development of our children.

We teach about difference and diversity and the impact of stereotyping, prejudice and discrimination through PSHE and citizenship and across the curriculum.

We use materials and resources that reflect the diversity of the school, population and local community in terms of race, gender, sexual identity and disability, avoiding stereotyping.

We promote a whole school ethos and values that challenge prejudice based discriminatory language, attitudes and behaviour.

We provide opportunities for children to appreciate their own culture and celebrate the diversity of other cultures.

We include the contribution of different cultures to world history and that promote positive images of people.

We provide opportunities for children to listen to a range of opinions and empathise with different experiences.

We promote positive messages about equality and diversity through displays, assemblies.

Governing body

The governing body is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and action plans are implemented.

Headteacher and Leadership team

The Headteacher is responsible for implementing the policy; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination.

All teaching and support staff will

- promote an inclusive and collaborative ethos in their classroom;
- challenge prejudice and discrimination;
- deal fairly and professionally with any prejudice-related incidents that may occur;
- plan and deliver learning activities that reflect the school's principles;
- maintain the highest expectations of success for all children;
- support different groups of children in their class through differentiated planning and teaching,
especially those who may (sometimes temporarily) find aspects of academic learning difficult; and
- keep up-to-date with equalities legislation relevant to their work.

We will provide training and guidance on Equalities for all staff new to the school as part of the induction procedure. We will go through the principal expectations and duties of the Equality Act at a whole staff meeting at the start of the school year. Staff will receive a certificate of attendance.

Visitors

All visitors to the school, including parents and carers are expected to support our commitment to equalities and comply with the duties set out in this policy.

We provide information on our website and within formal communications to enable them to do this.

Equal Opportunities for staff

This section deals with aspects of equal opportunities relating to staff. We are committed to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing and employment.

All staff appointments and promotions are made on the basis of merit and ability and in compliance with the law.

We are also concerned to ensure wherever possible that the staffing of the school reflects the diversity of our community.

As an employer we strive to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce.

We respect the religious beliefs and practice of all staff, children and parents, and comply with reasonable requests relating to religious observance and practice. We ensure that all staff, including support and administrative staff, receive appropriate training and opportunities for professional development, both as individuals and as groups or teams.

Disseminating the policy

This Equality Policy along with the Equality Objectives and data is available:

- on the school website and
- as paper copies at the school office

We ensure that the whole school community knows about the policy, objectives and data through the school newsletter, assemblies, staff meetings and other communications.

We publish on the school's website copies of relevant policies and guidance.

The school environment is increasingly accessible possible to children, staff and visitors to the school.

Open evenings and other events, which parents, carers and the community attend, are held in an accessible part of the school and issues such as language barriers are considered.

The accessibility needs of parents, children and staff are considered in the publishing and sending out of information.

The Governing Body is increasingly representative of the community it serves Procedures for the election of parent governors are open to candidates and voters who are disabled.

Part Two

Our Legal Duties

Legislation relating to equality and discrimination is laid out in the Equality Act 2010.

This legislation covers employment (work), the provision of services and public functions, and education.

Employers (schools) are liable for discriminatory acts of their employees if they did not take reasonable steps to prevent such acts. Employees can be liable for acts (where an employer took reasonable steps to prevent such acts).

The 'Protected Characteristics' within equality law are:

- **Age** - A person of a particular age (e.g. 32 year old) or a range of ages (e.g. 18 - 30 year olds). Age discrimination does not apply to the provision of education, but it does apply to work.
- **Disability** - A person has a disability if s/he has, or has had, a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities. It includes discrimination arising from something connected with their disability such as use of aids or medical conditions. HIV, multiple sclerosis and cancer are all considered as disabilities, regardless of their effect.
- **Gender reassignment** - 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). 'Trans' is an umbrella term to describe people with this 'Gender Identity'. '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 and civil partnership discrimination does not apply to the provision of education, but it does apply to work.
- **Pregnancy and maternity** - Maternity refers to the period of 26 weeks after the birth (including still births), which reflects the period of a woman's Ordinary Maternity Leave entitlement in the employment context. In employment, it also covers (where eligible) the period up to the end of her Additional Maternity Leave.
- **Race** - A person's colour, nationality, ethnic or national origin. It includes Travellers and Gypsies as well as White British people.

- **Religion and belief** - Religious and philosophical beliefs including 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** - A person's sexual orientation towards the same sex (lesbian or gay), the opposite sex (heterosexual) or to both sexes (bisexual). 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 as it is in a secondary school. For example, a child may have an older sibling or parent who is gay. Children may experience friends 'questioning' or 'coming out' when they are in secondary school or college. Schools with a particular religious ethos cannot discriminate against lesbian, gay or bisexual pupils.

It is also unlawful to discriminate because of the sex, race, disability, religion or belief, sexual orientation or gender reassignment of another person with whom the pupil is associated. So, for example, a school must not discriminate by refusing to admit a pupil because his parents are gay men or lesbians. It would be race discrimination to treat a white pupil less favourably because she has a black boyfriend.

'Prohibited Conduct' (acts that are 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.
- ☐ **Discrimination arising from disability** - Treating someone unfavourably because of something connected with their disability (such as periods of absence from work or medical conditions) **and failure to make reasonable adjustments.**
- ☐ **Gender re-assignment discrimination** - Not allowing reasonable absence from work for the purpose of gender-reassignment in line with normal provision such as sick leave).
- ☐ **Pregnancy/maternity related discrimination** - Unfavourable treatment because of pregnancy or maternity. It includes unfavourable treatment of a woman or girl because she is breastfeeding.
- ☐ **Discrimination by association or perception** - For example, discriminating against someone because they "look gay", or because they have a gay brother; discriminating against someone because they care for a disabled relative.

Schools are allowed to treat disabled pupils more favourably than non-disabled pupils, and in some cases are required to do so, by making reasonable adjustments to put them on a more level footing with pupils without disabilities.

Public Sector Duties (applies to schools):

A school must, in the exercise of its functions, give due regard to the need to (in relation to protected characteristics above):

1. Eliminate discrimination, harassment, victimisation and any other prohibited conduct.

2. Advance equality of opportunity (remove or minimise disadvantage; meet people's needs; take account of disabilities; encourage participation in public life).
3. Foster good relations between people (tackle prejudice and promote understanding).

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.

Reasonable Adjustments and Accessibility Plans (Schedule 10)

Schools are required to:

- Take reasonable steps to avoid disadvantage caused by a provision, criteria or practice or a physical feature that puts a disabled person at a substantial disadvantage compared to a non-disabled person. This involves removing or avoiding a physical feature, for example steps and lifts.
- Take reasonable steps to provide auxiliary aids/services.
- Provide information in an accessible format.
- Develop and implement (by allocating appropriate resources) Accessibility Plans which will
 - I Increase disabled pupils' access to the school curriculum
 - ☐ Improve the physical environment
 - ☐ Improve provision of information.

The duty is an anticipatory and continuing one that schools owe to disabled pupils generally, regardless of whether the school knows that a particular pupil is disabled or whether the school currently has disabled pupils. The school will need to plan ahead for the reasonable adjustments that it may need to make, working with the **relevant admissions authority** as appropriate.

For more information download guidance from the DfE:

<http://www.education.gov.uk/aboutdfe/policiesandprocedures/equalityanddiversity/a0064570/the-equality-act-2010>

and **Equality Human Rights website:**

<http://www.equalityhumanrights.com> which includes the guidance for education providers (schools)

The Education and Inspections Act 2006 introduced a duty on all maintained schools in England to promote community cohesion.

Aspects of educational legislation have also promoted equal opportunities, for example the Education Act includes a duty for local authorities to educate children with special educational needs in mainstream schools wherever possible.

Responsibilities

Governing Body

- ☐ Ensure that the school complies with equality-related legislation.
- ☐ Ensure that the policy and its procedures are implemented by the Headteacher.
- ☐ Ensure all other school policies promote equality.
- ☐ Give due regard to the Public Sector Equality Duty when making decisions.

Headteacher

- ☐ 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. It is unlawful for an employer to enquire about the health of an applicant for a job until a job offer has been made, unless the questions are specifically related to an intrinsic function of the work - for example ensuring that applicants for a PE teaching post have the physical capability to carry out the duties. Schools should no longer require job applicants to complete a generic health questionnaire. Neither should a school seek out past sickness records until they have made a job offer.
- ☐ Ensure that all staff and pupils are aware of the process for reporting and following up bullying and prejudice-related incidents.

All staff

- ☐ Enact this policy, its commitments and procedures, and their responsibilities associated with this policy.
- ☐ Deal with bullying and discriminatory incidents, and know how to identify and challenge prejudice and stereotyping.
- ☐ Promote equality and good relations and not discriminate on any grounds.
- ☐ Attend such training and information opportunities as necessary to enact this policy and keep up to date with equality legislation.
- ☐ To be models of equal opportunities through their words and actions.

SENCO

- ☐ Enact this policy, its commitments and procedures, and their responsibilities associated with this policy.
- ☐ Ensure quality provision for all SEN pupils based on need.

Pupils

- ☐ Refrain from engaging in discriminatory behaviour or any other behaviour that contravenes this policy.

Visitors (e.g. parent helpers, contractors)

- ☐ To be aware of, and comply with, the school's equality policy.
- ☐ To refrain from engaging in discriminatory behaviour (for example, racist language) on school premises.

Appendix

Definitions

Equality	defined as equality of opportunity and outcome, rather than equality of treatment. This means treating people fairly and according to their needs as some people may need to be treated differently in order to achieve an equal outcome.
This is more clearly inclusive	
Making sure everyone can	participate, whatever their background or circumstances.
Diversity	A range of people with various cultural backgrounds and various lifestyles, racial, ethnic, socioeconomic, and experience, and interests (relationships). There is a shared vision and sense of purpose or belonging. Diversity is valued. Relationships are strong, supportive and sustainable. Cohesion is an outcome of equality and inclusion.
Cohesion	
Community	From the school's perspective, the term "community" has a number of meanings: The school community – the students we serve, their families and the school's staff. The community within which the school is located – in its geographical community and the people who live and/or work in that area. The community of Britain – all schools by definition are part of it. The global community – formed by European and international links.
People from different backgrounds getting on well together (good community)	
Gender Dysphoria	Gender dysphoria is a term that describes a sense of unease that a person may have because of a mismatch between their biological sex and their gender identity
Biological Sex	Is assigned at birth, depending on the appearance of the infant. Gender identity is the gender that a person "identifies" with, or feels themselves to be

