



Part of **GIPPEWYK COMMUNITY  
EDUCATIONAL TRUST**

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*Achieving success together*

## **Equality Policy**

**Approved: March 2022**

**Approved by: Governing Body**

**Next Review: March 2024**

## **1. Vision and Duties**

### **1.1 Our Vision**

Rose Hill Primary School is an inclusive school where we focus on the well-being and progress of every child and where all members of our community are of equal worth. We seek to foster a warm, welcoming and respectful environment, which allows us to question and challenge discrimination and inequality, resolve conflicts peacefully and work and learn free from harassment and violence.

Our commitment to equality encompasses our whole school community– pupils/students, staff, governors, parents/carers, visitors and partner agencies, and includes companies and organisations that we commission to provide services on our behalf.

We believe that the Equality Act 2010 provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people. It also ensures that we continue to tackle issues of disadvantage and underachievement of different groups.

We are committed to the development of cohesive communities within our school's physical boundaries and within our local, national and global environments. Our school embraces the aim of working together with others to improve children's educational and well-being outcomes.

### **1.2 Our duties**

We recognise and accept our equality duties as set out in the Equality Act 2010. We will ensure that we will identify opportunities for promoting our vision, the key principles and our duties on equality legislation across all aspects of school life, including the provision of extended services.

These opportunities are likely to include all or some of the following and probably even additional opportunities, dependent on our current priorities:

- the engagement, participation and involvement of a broad and diverse range of children, young people, their parents and partner agencies

- preparation for entry to the school

school policies

- the provision of school meals

- interaction with peers

- opportunities for assessment and accreditation

- examination arrangements

- behaviour management approach and sanctions

- exclusion procedures

- school clubs, activities and school trips

- the school's arrangements for working with other agencies

- preparation of pupils for the next phase of education

- learning and teaching and the planned curriculum

- classroom organisation
- timetabling
- homework
- access to school facilities
- activities to enrich the curriculum
- school sports
- employees' and staff welfare

## 2. Overall aims of our Equality Policy:

- To eliminate discrimination, harassment and victimisation.
- To promote equality of access and opportunity within our school and within our wider community.
- To promote positive attitudes to difference and good relationships between people with different backgrounds, genders, cultures, faiths, abilities, sexual orientation and ethnic origins.
- To ensure that equality and inclusive practice are embedded across all aspects of school life the Equality Policy takes account of the content of the UN Convention on the Rights of the Child, which includes recognition of a range of educational, well-being, and material outcomes, the UN Convention on the Rights of People with Disabilities and the Human Rights Act, 1998.

## 3. Our approach to equality is based on the following key principles

We seek to embed equality of access and opportunity for all members of our school community, within all aspects of school life. Our key principles are:-

- **All learners are of equal value.** Whether or not they have a disability, whatever their ethnicity, culture, national origin or national status, whatever their gender, gender identity or sexual orientation, and whatever their religious or non-religious affiliation or faith background.
- **We recognise, 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, govern and visit our school.
- **We foster positive attitudes and relationships.** We actively promote positive attitudes and mutual respect between groups and communities different from each other.
- **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.
- **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.
- **Excellence.** We aim to inspire and recognise high personal and collective achievement throughout our whole school community, the UK and the wider world. Excellence is to be found everywhere.

#### **4. Purpose of the policy**

The Equality Act 2010 was introduced to ensure protection from discrimination, harassment and victimisation on the grounds of specific characteristics (referred to as “protected characteristics”). This means that schools cannot discriminate against pupils or treat them less favourably because of their sex (gender), race, disability, religion or belief, gender reassignment, sexual orientation or pregnancy or maternity. Age and marriage and civil partnership are also “protected characteristics” but are not part of the school provisions related to pupils.

The Act requires all public organisations, including schools to comply with the **Public Sector Equality Duty and two specific duties**.

##### **4.1 The Public Sector Equality Duty or “general duty”.**

This requires all public organisations, including schools to:-

- Eliminate unlawful discrimination, harassment and victimisation
- Advance equality of opportunity between different groups
- Foster good relations between different groups

##### **4.2 Two “specific duties”**

This requires all public organisations, including schools to:-

- Publish information to show compliance with the Equality Duty by 6th April 2012 (achieved)
- Publish Equality Objectives at least every 4 years which are specific and measurable by 6th April 2012 (achieved and on-going)

This policy describes how the school is meeting these statutory duties and is in line with national guidance. It includes information about how the school is complying with the Public Sector Equality Duty and also provides guidance to staff and outside visitors about our approach to promoting equality. We also produce an Equality Workbook, which is a working document showing the progress that the school is making towards the equality objectives

#### **5. Links to other policies and documentation - general duty**

Although this policy is the key document for information about our approach to equalities in line with the Public Sector Equality Duty, we ensure that our responsibilities under the Equality Act are carefully considered when developing our school development plan, self-evaluation review, school web site, all school policies and newsletters so that we do not unlawfully discriminate either directly or indirectly. Reinforcement of our commitment to equality and the General Duty is indicated in the following policies:-

Anti-Bullying Policy , Behaviour Policy, SEND Policy, Admissions Policy.

#### **6. What we are doing to eliminate discrimination, harassment and victimisation**

We take account of equality issues in relation to admissions, behaviour, rewards, sanctions and exclusions; the way we provide education for all our pupils and the way we provide access for pupils to facilities and services. We are aware of the ‘Reasonable Adjustment’ duty for pupils with special educational needs and / or a disability (SEND) – designed to enhance access and participation to the level of non-disabled pupils and stop disabled children being placed at a disadvantage compared to their non-disabled peers. The Principal 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 actively promote equality and diversity through the curriculum and by creating an environment which champions respect for all. We closely monitor data on exclusions and absence from school for evidence of over-representation of different groups and take action promptly to address concerns.

## **7. Addressing prejudice and prejudice based bullying**

Rose Hill Primary School actively challenges all forms of prejudice and prejudice-based bullying, which stand in the way of fulfilling our commitment to inclusion and equality. There is guidance for staff on how prejudice-related incidents should be identified, assessed, recorded and dealt with. We treat all bullying incidents equally seriously.

We 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 have a designated teacher and a Governor who takes a lead role on equality.

## **8. What we are doing to advance equality of opportunity between different groups**

We know the needs of our school population very well and collect and analyse data in order to inform our planning and identify targets to achieve improvements.

We have procedures, working in partnership with parents and carers, to identify children who have a disability through our pupil admissions meetings.

We collect data and monitor progress and outcomes of different groups of pupils and use this data to support school improvement. We take action to close any gaps, for example, for those making slow progress in acquiring age appropriate literacy and number skills. We collect and analyse data:

- on the school population by gender and ethnicity;
- on the % of pupils identified as having a special educational need and/or disability and by their principal need or disability;
- by year group – in terms of ethnicity, gender and proficiency in English;
- on inequalities of outcome and participation, related to ethnicity, gender and disability and proficiency in English

We publish an analysis of standards reached by different groups at the end of each key stage. We also collect, analyse and use data in relation to attendance and exclusions of different groups.

## **9. Positive Action**

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

## **10. What we are doing to foster good relations**

We prepare our pupils 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 pupils. We include Equalities matters in our Newsletters to parents and Carers.

## **11. Publishing Equality Objectives**

The objectives which we identify represent our school's priorities and are the outcome of a careful review of and analysis of data and other evidence. They also consider national and local priorities and issues. These objectives can be found here:

<https://www.rosehillprimary.net/Equality-Objectives/>

## **12. 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. We will provide training, guidance and information to enable them to do this.

### **12.1 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.

A member of the Governing Body had a lead role regarding the implementation of this policy.

Every Governing Body committee will keep aspects of the school's commitment to the Equality Duty under review, for example, in terms of standards, curriculum, admissions, exclusions, personnel issues and the school environment. Governors will annually review the Equality Policy and evaluate the success of the school's Equalities work taking account of quantitative evidence (e.g. data) and qualitative evidence (e.g. surveys).

### **12.2 Principal and Leadership team**

The Principal 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.

Senior members of staff have day-to-day responsibility for coordinating the implementation of the policy and for monitoring outcomes.

### **12.3 Teaching and Support Staff**

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 curricula and lessons that reflect the school's principles, for example, in providing materials that give positive images in terms of race, gender and disability
- maintain the highest expectations of success for all pupils
- support different groups of pupils in their class through differentiated planning and teaching, especially those who may (sometimes temporarily) find aspects of academic learning difficult
- keep up-to-date with equalities legislation relevant to their work.

### **12.4 Our pupils/students will:**

- be involved in the development of the Policy and will understand how it relates to them, appropriate to age and ability
- be expected to act in accordance with the Policy
- be encouraged to actively support the Policy

### **12.5 Our parents/carers will:**

- have access to the Policy through a range of different media appropriate to their requirements
- be encouraged to actively support the Policy

- be encouraged to attend any relevant meetings and activities related to the Policy
- be informed of any incident related to this Policy which could directly affect their child

### **12.6 Visitors**

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