

# Heber Primary School Equality Policy

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| Date of ratification                      | April 2013                      |
| Committee responsible                     | Policy and Curriculum Committee |
| Date by which the policy will be reviewed | April 2016                      |

## **Introduction**

1. Heber is an inclusive school where we focus on the well-being and progress of every child and where all members of our school community are of equal worth. The Equality Act 2010 provides a framework to support our commitment to diversity and equality. Our approach to equality is based on six key principles:
  - 1a. The education of all children at the school is of equal value. We have the highest expectations for all our children. We expect that all pupils can make good progress and achieve to their highest potential.
  - 1b. We work to raise standards for all pupils, but especially for the most vulnerable. We believe that improving the quality of education for the most vulnerable groups of pupils raises standards across the whole school
  - 1c. We recognise, respect and value difference and understand that diversity is a strength. We take account of differences and strive to remove barriers.
  - 1d. We foster positive attitudes and relationships. We actively promote positive attitudes and mutual respect between groups and communities different from each other.
  - 1e. We foster a shared sense of cohesion and belonging. We want all children to feel that they are respected and able to participate fully in school life.
  - 1f. 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.

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

2. Heber School is aware of its obligations under the single Public Sector Equality Duty and of the need to have due regard to the need to:

- eliminate discrimination and other conduct that is prohibited by the Act;
- advance equality of opportunity between people who share a protected characteristic and people who do not share it; and
- foster good relations across the characteristics – between people who share a protected characteristic and people who do not share it.

3. Heber School is also committed to achieving our primary equality objective which is to narrow the performance gap between those children who are known to be vulnerable to underachievement (including those on Free School Means or Looked After Children) and the other children in the school. **Information on the Pupil Premium and how it is used is available on the school website.**

4. In order to fulfil these obligations, this is what the school is committed to in terms of eliminating discrimination, harassment and victimisation:

- (a) We take account of equality issues in relation to admissions and exclusions; the way we provide education for our pupils and the way we provide access for pupils to facilities and services.
- (b) We are aware of the Reasonable Adjustment duty for disabled pupils – 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.
- (c) 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.
- (d) 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.
- (e) 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 to day life of the school.
- (f) We actively promote equality and diversity through the curriculum and by creating an environment which champions respect for all.
- (g) Our admissions arrangements are fair and transparent, and we do not discriminate against pupils.

### **Links to other policies**

5. This policy has clear links to other policies adopted by the school, including those on behaviour, admissions and SEN.

### **Behaviour, Exclusions and Attendance**

6. The school policy on behaviour takes full account of the new duties under the Equality Act. We make reasonable, appropriate and flexible adjustment for pupils with a disability. 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.

### **Addressing prejudice and prejudice based bullying**

7. 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

8. **Staff receive guidance** on how prejudice-related incidents should be identified, assessed, recorded and dealt with. We treat all bullying incidents equally seriously.

## **Roles and Responsibilities**

9. 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.

## **Governing body**

10. The governing body is responsible for ensuring that the school complies with legislation and that this policy and its related procedures are implemented. A member of the governing body (currently, the Chair of the Policy and Curriculum Committee) has a watching brief regarding the implementation of this policy.

## **Headteacher and Leadership team**

11. 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.

12. The headteacher has day-to-day responsibility for co-coordinating implementation of the policy and for monitoring outcomes. S/he will have expert and informed knowledge of the Equality Act.

## **Teaching and Support Staff**

13. 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 learning difficult; and
- keep up-to-date with equalities legislation relevant to their work.

## **Visitors**

14 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 will provide guidance and information in school newsletters to enable them to do this.

## **Key contacts**

Lead staff member responsible for equalities: **David Block, Headteacher**

Lead governor: **Tyson Hepple, Chair of the Policy and Curriculum Committee**