

Equality Policy

DATE OF REVIEW: Spring 2024

DATE OF NEXT REVIEW: Spring 2026

TO BE REVIEWED BY:

Teaching & Learning committee



At Hatherleigh Community 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. This information will help the school to ensure that individual pupils are achieving their potential, the school is being inclusive in practice, and trends are identified which inform the setting of our equality objectives in the Equality Action Plan.

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 extracurricular 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.

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 by the School Leadership team 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 (follow link to new DCC guidance).

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 may 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. This will be set out as equality objectives in the school Equality Plan.

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 set out training and awareness sessions in the school improvement plan.

We will consult with stakeholders, i.e. pupils, parents/carers, staff and relevant community groups, to establish an Equality Plan 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.

We will maintain and update our school website to show how we are complying with the Public Sector Equality Duty (PSED) in the Equality Act 2010 and advancing equality of opportunity.

When drawing up policies, we will 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

Hatherleigh Community Primary School Equality Plan 2024-2026

We are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of race, gender, disability, faith or religion or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life. The achievement of pupils will be monitored by race, gender and special needs and disability and we will use this data to support pupils, raise standards and ensure inclusive teaching. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all. At Hatherleigh Community Primary School we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

The School will publish and promote the Equality Policy and Plan in the School Improvement Plan and through the school website, newsletter and staff meetings.

Action	How will the impact of the action be monitored?	Who?	When?	Success indicators
Ensure equality of opportunity and standards Monitor and analyse pupil achievement by race, gender and disability and act on any trends or patterns in the data that require additional support for pupils.	Attainment and progress data analysed by race, gender and disability. Intervention and support put in place as needed is identified.	SLT & Governors	HT's termly report to Governors (Analysis of Yearend data demonstrates learning needs of groups being met - any gaps are being narrowed. HTs reports to Governors.
Ensure all children are given the opportunity to make a positive contribution to the life of the school e.g. through class and school council, class assemblies; fundraising initiatives etc	School council representation- analysis of demographics Pupil feedback and questionnaires	SLT & HT	School council elections Summer term	Diversity represented on school council ; class and school council play active role in school improvement.
Disabled children and those with additional needs can take part in all aspects of the curriculum, including educational visits and journeys; lunchtime activities; PE and dance and assemblies Support provided where possible for parents with additional needs(Accessibility Plan)	Evaluation of accessibility plan Monitoring through the School Council	SENCO & SLT	Termly &	Fully inclusive school programme including extra-curricular opportunities and access for parents.
Extra and additional support for pupils who are under-achieving, in order to make progress in their learning and their personal well-being, e.g. ensuring that children with visual impairment have accessible texts; that children with hearing impairment have an enhanced acoustic classroom environment;	Evaluation of progress and review of IEP and intervention grids; consultation with external agencies	SENCO & SLT with Gov. support	Termly	All learners making good progress and early intervention identifies additional needs which are promptly addressed wherever possible.

Maintain robust procedures on anti-bullying to include equality perspectives -CPOMS.	Clear and concise records kept on CPOMS of all incidents including actions.	HT	HT's termly report to Governors	Reduction in reported incidents. Parent and children questionnaires indicate satisfaction with behaviour and how incidents are dealt with.
Identify, respond and report any incidents of a prejudicial nature. Report the figures to the Governing body on a termly basis - CPOMS.	The Head / Gobs will use the data to assess the impact of the school's response to incidents i.e. have whole school / year group approaches - decrease in incidents,	HT Governors	HT's termly report to Governors	Reduction in reported incidents All staff respond to racist incidents. Reporting scrutinised by the Gobs Parent and children questionnaires indicate satisfaction with behaviour and how incidents are dealt with.
Celebrate cultural events throughout the year to increase pupil awareness and understanding of different communities e.g. Diwali, Eid, Christmas.	Discussions with children and evaluation of events	SLT/RE subject leader	Termly	Increased awareness of different communities apparent in discussions with children.