



Heathfield Primary School

EQUALITY POLICY

***Our Mission Statement:
Learning together, Learning for Life***

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Policy written by	SLT
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INTRODUCTION

At Heathfield, our curriculum lays out the way we teach our children to achieve our mission statement;
Learning together, learning for life.

The curriculum consists of all the planned activities and routines that we organise in order to promote learning, confidence and self-esteem. It includes not only the formal requirements of the National Curriculum, but also the range of extra-curricular activities that the school organises in order to enrich the experience of the children. The children at Heathfield are provided with an inter connected curriculum that promotes meaningful connections between concepts and knowledge (**Heathfield Head**), develops genuine and robust character traits to prepare children for life in the modern world (**Heathfield Heart**) and opportunities for children to use and apply their Head and Heart to answer learning questions (**Heathfield Hands**) resulting in knowledgeable, physically and mentally healthy children that achieve their potential and have a solid foundation to become life-long learners.



GUIDING PRINCIPLES

Heathfield Primary School is committed to a policy of inclusion and aims to be a school where everyone:

- Is respected and respects others
- Takes part in the life of the School
- Achieves to their potential
- Develops skills essential to life
- Exercises choice

We share the belief that no-one should receive less favourable treatment on the grounds of race, gender, disability, sexuality, age, income, religion, colour, ethnicity, marital status or nationality.

In our School, we recognise that it may include:

- People from minority ethnic backgrounds, travellers, asylum seekers and refugees
- People from different faith backgrounds
- Pupils who need support to learn English as an additional language (EAL)
- Pupils with special educational needs
- Children in public care
- Other children, such as sick children, young carers and children from families under stress
- Pupils who are at risk of disaffection and exclusion
- People with disabilities

THE LEGAL FRAMEWORK AND OTHER SUPPORTING POLICIES

The following legislation informs our School Equal Opportunities Policy:

- **Equality Act 2010** replaced all existing equality legislation such as the Race Relations Act, Disability Discrimination Act and Sex Discrimination Act. 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.

The Act introduced requires all schools to comply with the Public Sector Equality Duty and two specific Duties:

Public Sector Equality Duty requires us a school to:

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

The Two “specific duties” requires us to:

- Publish information to show compliance with the Equality Duty
- Publish Equality Objectives which are specific and measurable

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

To help our School in its equal opportunities work, it has the following policies:

- Special Educational Needs Policy
- Behaviour Policy
- Anti-Bullying Policy
- Pay Policy
- Accessibility Plan
- Transgender policy

EMPLOYMENT

As an employer, our School is committed to the employment policies and practices of Bolton Council for every member of staff, including part-time, supply and ancillary staff. This also includes opportunities for professional development. We will ensure that all staff (including Governors) involved in recruitment are committed to equal opportunities practices and that our procedures are fair, honest and open. We will monitor staff recruitment and career development by ethnicity, gender and disability.

RACE EQUALITY

In line with the requirements of the Race Relations (Amendment) Act 2000, the School fully understands the need to promote racial harmony and to plan opportunities for combating racism in our policies, procedures and curriculum. We believe that our School must be a safe place for everyone and we are committed to the principles of:

- tackling racial discrimination
- promoting equality of opportunity and good race relations

TACKLING RACIAL DISCRIMINATION

We will tackle racial discrimination by monitoring the outcomes of opportunities at our school and by dealing with and reporting racist incidents.

We accept the definition of a racist incident:

A racist incident is any incident that is perceived to be racist by the victim or any other person.

Allegations of harassment and discrimination based on ethnicity will be investigated as far as possible, using the School's usual disciplinary procedures and racism will be directly challenged. Action will be taken to prevent the likelihood of recurrence. Our procedure for dealing with racist incidents will be made known to everyone at or connected with our school. Racist incidents are rare at Heathfield but such incidents are always reported to the LA through their data collection systems. School monitors incidents and takes appropriate action, with a summary of incidents being reported termly to Governors. In the event of a member of staff being implicated, the usual disciplinary procedures will apply.

PROMOTING EQUALITY OF OPPORTUNITY AND RACE RELATIONS

These aspects of our race equality work will largely be done through monitoring and planning within the curriculum to reflect diversity and engage with teaching about discrimination and race equality.

GENDER

We believe that girls and boys should have equal access to all aspects of School life, including the curriculum, subject choices and extra-curricular activities. It may be necessary for children to receive different treatment in order to ensure equality of opportunity and the school will pursue strategies to ensure that both girls and boys achieve to their full potential.

We will promote approaches which provide equality of opportunity, including:

- taking account of the interests and concerns of boys and girls by using a range of activities and contexts for work and allowing a variety of interpretations and outcomes, particularly in English, Science, Design and Technology, PSHE (celebrating differences), Computing, Art and Design, Music and PE;
- avoiding gender stereotyping when organising pupils into groups.

SEXUAL ORIENTATION AND GENDER IDENTITY

This school is fully committed to combating discrimination faced by lesbians, gay men, bisexual and transgendered (LGBT) people. We want to ensure equality of opportunity for all LGBT people. We recognise that the Equality Act 2010 requires us to assess the impacts of our policies, functions and procedures have on advancing equality for pupils and staff based on their sexual orientation. We will take all necessary measures to prevent and tackle discrimination and assist our pupils to live free from harassment and to feel safe as they enjoy and achieve throughout their time at our school. We respect the rights of individuals to be open about their sexual orientation. We tackle homophobia, challenge stereotyping and aim to improve knowledge about LGBT communities, both internally and within the community as a whole.

DISABILITY

The School is fully committed to the new duties placed on schools in the Special Educational Needs and Disability Discrimination Act and accepts its definition of a disabled person as someone who has “a physical or mental impairment which has a substantial and long-term effect on his or her ability to carry out normal day-to-day activities.”

We will consider the needs of all people in school including:

- Pupils who may be disabled but not have a statement of special educational need not be on any stage of special needs assessment;
- Teachers and other School staff;
- Governors;
- All visitors to School.

The school will ensure that reasonable adjustments are made to working conditions for disabled pupils and staff and to the curriculum for disabled pupils. In addition the school will ensure that discrimination does not occur and that disabled people will not be placed at substantial disadvantage compared to others who are not disabled. In particular, our policies relating to the education and related services we provide and our admissions policy will ensure there is no substantial disadvantage.

Teachers will take specific action to enable the effective participation in the curriculum of pupils with disabilities by:

- Planning appropriate amounts of time to allow for satisfactory completion of tasks;
- Planning opportunities, when necessary, for the development of skills in practical aspects of the curriculum;
- Identifying aspects of their programmes of study and learning objectives that may present specific difficulties for individuals.

ROLES AND RESPONSIBILITIES

The Headteacher will be responsible for:

- Developing and monitoring any action plans arising out of the implementation of this policy
- Being the designated person for coordinating the School response to and reporting onwards to the LA of racist incidents report forms
- Ensuring that training in equal opportunities work is available to all members of staff
- Monitoring and evaluating the effectiveness of the Policy
- Planning into the curriculum and life of the school for promoting racial harmony and preparing pupils for living in a diverse and increasingly interdependent society.

EQUALITY OBJECTIVES

1. Promoting the principles and practices of equality and justice throughout the School
 - 1.1 Guide the implementation of the Equalities Policy.
 - 1.2 Ensure that all children receive their entitlement to a broad, balanced and relevant curriculum, which is differentiated to meet identified individual needs through flexible and varied provision.

1.3 Promote racial harmony, prepare pupils for living in a diverse and increasingly interdependent society and specifically to prevent and address racism, sexism and other forms of discrimination.

1.4 Comply with Equal Opportunities legislation and meet Ofsted criteria for inclusion

2. Identifying and removing practices that may result in direct or indirect discrimination

2.1 Develop the support and training available for all staff, including governors, to develop their practice in Equal Opportunities work.

2.2 Monitor and evaluate by gender, ethnicity and disability;

- access to educational opportunities and services
- attainment
- curriculum, teaching and learning
- exclusions
- membership of the governing body
- parental involvement
- staff recruitment and career development

Monitor and evaluate annual data on the number and type of racist incidents in school.

2.4 Ensure that families for whom English is an additional language have materials about School and the curriculum translated into their languages.

2.5 Ensure that the Admissions Policy is objective, clearly set out and does not disadvantage certain groups.

MONITORING AND EVALUATING THE EFFECTIVENESS OF THE POLICY

A variety of information, including quantitative and qualitative data, will be used. Annual reports will indicate progress on equalities issues outlined in the annual Action Plan.

It will include:

- Data on pupil attainment, by gender, ethnicity and disability
- Access to the curriculum and subject areas
- Exclusions from school
- Exclusions from areas of the curriculum, including school trips and extracurricular activities
- Staff recruitment and career development
- Analysis of racist incident report forms
- Ofsted reports on School's educational provision and standards
- Consultation with parents, pupils, Governors and the LA