



Hurstmere School

Equality Policy

Responsible:
Principal – Mrs L L Bennett

Ratified by Governors:
Finance, Audit and General Purpose Committee

REVIEW HISTORY

REVIEWED	RATIFICATION	CYCLE	REVIEW	NOTES
Autumn 2015	11 th April 2016	2	Autumn 2017	
Autumn 2017	9 th October 2017	4	Autumn 2021	Policies sub-committee meeting held on 20 th April 2017 agreed to change from 2 to 4year cycle
March 2021		4	Autumn 2021	Minor change to Equality Objective
Spring 2022	27 th June 2022	2	Spring 2024	Complete review of policy. Cycle to change from 4 to 2 years.

Equality Policy

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Next Review: Autumn 2024

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 and staff or treat them less favourably because of their sex (gender), race, disability, religion or belief, gender reassignment, sexual orientation, pregnancy or maternity, age, marriage and civil partnerships.

The Act requires all public organisations, including schools, to comply with the Public Sector Equality Duty. The Public Duty or “general duty” 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

This policy describes how Hurstmere School is meeting these statutory duties in line with national guidance.

This policy takes account of the DfE guidance on the Equality Act 2010: advice for schools and also the Ofsted inspection framework.

Hurstmere School Equality Aim:

The Governing Board of Hurstmere School will seek to ensure that discrimination does not take place against anyone, either staff or pupil, on the grounds of their gender, sexual orientation, race, colour, religion, nationality, ethnic or national origins.

Hurstmere School is committed to advancing and promoting respect for difference and diversity through our vision of Believe & Achieve, for all our pupils to be the best that they can be, and our values of Respect, Teamwork, Resilience, Ambition, Integrity, Leadership and Self-Belief.

Hurstmere School believes that all pupils have the right to the best education they can provide, with access to the full range of educational activities.

Hurstmere School believes that all staff, teaching and support, have the right to equal opportunities of employment and will not be discriminated against as a result of gender, sexual orientation, race religion, nationality, ethnic or national origins.

The school:

- will not tolerate any form of racism, homophobic or discriminatory behaviour and will act immediately to deal with and prevent any further incidents.
- will promote a culture of fairness and justice to all.

- will promote positive social attitudes and respect for all.
- is committed to equality, justice and recognition of the unique value of every member of the school community.
- will strive to develop pupils who are confident, strong and self-affirming and who are generous towards other identities and cultures.
- will not permit anyone, either staff or pupil, to subject another to harassment or to create an intimidating, hostile, degrading, humiliating or offensive environment.
- will not allow behaviour which violates another individual's dignity.
- will celebrate the cultural diversity of our community and show respect for all members of our community.
- will aim to promote positive attitudes to difference and good relationships between people with different backgrounds, genders, sexual orientation, cultures, faiths, abilities and ethnic origins.

Equality objectives 2022-2026

Hurstmere School's equality objectives are:

- To improve outcomes for all pupils including those with protected characteristics so that they make progress at least in line with expectations based upon their prior attainment and ability.
- To enable all pupils including those in groups with protected characteristics, to make a positive contribution to school life.
- To promote mental health and wellbeing so that all members of the school community are valued and supported, regardless of special education needs and disability, ethnicity and sexual orientation.

Roles and Responsibilities:

The Governing Board:

The Governing Board will ensure that:

- Hurstmere School complies with the appropriate equality legislation and regulations.
- All pupils have equal access to the full range of educational opportunities provided by the school and will seek to remove any forms of indirect discrimination that may form a barrier to learning.
- They are committed to preparing the pupils of Hurstmere for life in a multicultural society and are totally opposed to racism and all other forms of oppressive behaviour.
- The curriculum reflects the attitudes, values and respect that we have for all individuals and cultural groups and encourages the pupils to explore fully the origins and differences of all religions, nationalities and ethnicities in order to develop a better understanding of the worldwide community.
- All recruitment, employment, promotion and training systems are fair to all, and provide equal opportunities for everyone to achieve their potential regardless of their gender, sexual orientation, race or nationality.
- People with disabilities are not discriminated against and that all reasonable steps are taken to ensure that the school environment gives equal access to people with disabilities.

- The Governors recognise that it is vital that all staff, teaching and non-teaching, understand the need for the promotion of equality in education and will seek to ensure that suitable training and support is given to members of the school staff to fulfil their professional duties in line with school policy.
- The Governing Board will be sensitive in supporting all cultural, ethnic and religious backgrounds of the school staff.
- The school records any incidents of racist or discriminatory behaviour and will report the number and nature of such incidents to the Governing Board.

The Principal:

The Principal will ensure that:

- This Equality Policy is adhered to throughout the management, curriculum and ethos of the school community.
- All staff are aware of the school policy and that all staff apply the guidelines fairly in all situations.
- The school curriculum promotes respect for other cultures, religions and nationalities and will ensure that all classroom resources and materials reflect the diverse nature of the school community, demonstrating respect for the sensitivities of all members of the class.
- All appointments made to the school will have given due regard to the policy and that no individual is discriminated against on the grounds of gender, sexual orientation, race, ethnic or national origins.
- The Principal will have strategies in place to deal with any incident and recognises that these may take many forms including verbal or physical acts, rejection, unwelcome and negative comments.
- The Principal will treat all incidents of unfair treatment and any racist or discriminatory incidents with due seriousness. The Principal will present a termly report to the Governing Board on the nature and number of any such incidents.

School Staff will:

Refer to the procedure for recognising and dealing with discriminatory incidents (Appendix 1)

- Accept that this is a whole school issue and support the Equality Policy and procedures.
- Make known any queries or training requirements.
- Know how to deal with incidents of concern, and how to identify and challenge bias and stereotyping.
- Be aware of the procedures for reporting incidents of racism, harassment or other forms of discrimination.
- Ensure that those with protected characteristics are not discriminated against and are given equality of opportunity.
- Keep themselves up to date with relevant legislation and attend training and information events organised by the school.
- Ensure that pupils from all groups are included in all activities and have full access to the curriculum.
- Promote equality and diversity through teaching and through relations with pupils, staff, parents and the wider community.

- Challenge prejudice and discrimination.
- Maintain the highest expectations of success for all pupils.

Pupils will:

- Be made aware of Hurstmere Schools Values of Respect, Teamwork, Resilience, Ambition, Integrity, Leadership and Self-Belief and the expectations around promoting and adhering to these values.
- Experience a curriculum and environment which is respectful of diversity and difference and prepares them well for life in a diverse society.
- Understand the importance of reporting prejudiced based incidents.
- Ensure the peer support programme within the school promotes understanding and supports pupils who are experiencing discrimination.

Curriculum

All pupils will be entitled to access a broad and balanced curriculum and to teaching and learning opportunities which meet their needs, including extra support where this has been identified as a statutory need.

When planning the curriculum Hurstmere School will take every opportunity to promote and advance equality.

Hurstmere School will develop an appropriate curriculum for all pupils in all vulnerable groups.

Hurstmere School will ensure pupils our given opportunities to develop their knowledge of the world and the importance of equality through our comprehensive Personal Development offer.

Collecting and using information

Hurstmere School will collect equality information for the purposes of:

- Identifying key issues
- Assessing performance
- Taking action

The school monitors and analysis pupil performance by ethnicity, disability and special educational needs. Any disparities which are identified will be addressed through targeted curriculum planning, teaching and support.

The following areas are key elements of the school's assessment and tracking programme:

- Pupils' attainment- analysis of end of key stage results for pupils of particular groups e.g. SEND, FSM, Summer born, ethnicity.
- The quality of particular groups of pupils' learning and the progress they make throughout the school.
- The extent to which different groups of pupils feel safe (e.g. Incidents of discriminatory behaviour).

Monitoring and review

The Governing Board is responsible for monitoring the Equality Policy and for ensuring its effectiveness in the daily life of the school community.

The monitoring process will include:

- Reviewing all school appointments to ensure the policy has been fairly applied.
- Requiring the Principal to present a termly report to the Governors on any incidents covered by the Policy.
- Requiring the Principal to present a termly report to the Governors on progress towards the Equality Objectives.
- Monitoring the progress of pupils of protected characteristics.
- Taking into serious consideration any complaints regarding equal opportunities from parents/carers, staff or pupils and the wider school community.
- Monitoring all school policies to ensure that they are fairly applied to all staff, pupils and the wider school community.

When necessary the Governing Board will initiate an investigation into any reported incidents.

All such actions of the Governing Board will be recorded appropriately.

Links with other policies

- SEND Policy
- Positive Pupil Behaviour for Learning Policy
- Anti-Bullying Policy
- Safeguarding and Child Protection Policy
- Admissions Policy
- Attendance Policy

Appendix 1

Recognising and dealing with discriminatory incidents

When incidents of a discriminatory nature occur, it is the collective responsibility of all staff to challenge and intervene positively.

Manifestations of discrimination may be:

- A pupil towards another pupil
- A pupil towards a member of staff
- A member of staff towards a pupil
- A member of staff towards another member of staff
- A parent or member of the public towards a pupil
- A parent or member of the public towards a member of staff

Actions which are clearly unacceptable and/or hurtful include but are not limited to:

- Derogatory and discriminatory name-calling, insults, comments, and jokes
- Discriminatory graffiti or any other written insult including text message, websites, and social networking sites
- Provocative behaviour such as wearing discriminatory badges or insignia
- Bringing materials such as leaflets, comics or magazines into school which are judged to be discriminatory or designed to diminish, including pornography
- Attempts to recruit others into organisations and/or groups practising discrimination
- Making threats against a person or group
- Offensive and/or hurtful actions against a person or group
- Physical assault against a person or group
- Unwelcome suggestions or physical contact including varying degrees of sexual assault
- Any other instances of discriminatory behaviour

Any or all these actions will be seen as particularly serious when the perpetrator is in a position of power or authority over the victim.

Framework for staff dealing with discrimination

It is important to explain to perpetrators why their actions are regarded as derogatory and discriminatory. The nature of the incident should be considered when deciding on a course of action. For example, it may require action relating to one individual, or a larger group or even an entire year group.

Staff will need to use their judgement as to the context of addressing the issue. Discussion with other colleagues, such as the Inclusion Manager and/or SLT will help to determine an appropriate outcome.

Dealing with incidents

Coherence and consistency of practise are essential for effective action. The following are practical suggestions for dealing with discriminatory incidents:

- Challenge the perpetrator(s) in a non-confrontational manner
- Remove the perpetrator(s) from the situation
- Establish the nature of the incident by obtaining written accounts from the perpetrator(s) and from those suffering the incident (the victim). Other witnesses may also be requested to provide written accounts
- Explain in detail to the perpetrator(s) the wrong done
- Take appropriate action as determined by the nature of the incident, e.g. whether sanction is appropriate and whether the member of staff feels it necessary to involve the Raising Standards Leader or SLT

Follow-up and resolution of incident

All discriminatory incidents will be recorded on SIMS. This record will also include action taken and the resolution. Where appropriate, parents will be informed and a meeting organised. The Raising Standards Leader, supported by the Inclusion Team will monitor both the victim and perpetrator and take further actions as appropriate.

Any incidents of a safeguarding or child protection nature will be recorded on My Concern and appropriate actions taken by the Safeguarding Team.