



# Hadley Wood Primary School Equality Policy

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<b>Name of person responsible for this policy</b>	<b>Fran Worby</b>
<b>Issued to</b>	<b>Staff, governors, parents</b>
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## **EQUALITIES POLICY**

### **Introduction**

Our school is inclusive; we focus on the well-being and progress of every child and we are committed to ensuring all members of our community are of equal worth.

We believe that the Equality Act 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.

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.

### **Public Sector Equality Duty**

At Hadley Wood we ensure that everyone is treated fairly and without prejudice. Please read our Equalities Policy to find out a little more about how we do this.

#### Introduction

Hadley Wood 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 believe that the Equality Act 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.

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### **Our approach to equality is based on 7 key principles:**

1. **All learners are of equal value.** Whether or not they are disabled, whatever their ethnicity, culture, national origin or national status, whatever their gender and gender identity, whatever their religious or non-religious affiliation or faith background and whatever their sexual orientation.
2. **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 and visit here.
3. **We foster positive attitudes and relationships.** We actively promote positive attitudes and mutual respect between groups and communities different from each other.
4. **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.

5. **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.
6. **We have the highest expectations of all our children.** We expect that all pupils can make good progress from their individual starting point, and achieve to their highest potential.
7. **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.

### **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, marriage and civil partnership are also "protected characteristics" but are not part of the school provisions related to pupils.

The Public Sector Equality 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

Two "specific duties"

This requires all public organisations, including schools to

- Publish information to show compliance with the Equality Duty by April 6th 2012
- Publish Equality objectives at least every 4 years which are specific and measurable by April 6th 2012

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.

### **Equality Objective**

Equality Objective – Linked to promotion of Equality, Diversity and Inclusion

Objective: To ensure the school actively promotes and prioritises raising awareness, appreciation and celebration of diversity including gender, sexuality, race and religion.

Why we have chosen this objective: From an analysis of our school profile alongside the demographics of our local area we know that our school community is not fully representative of life in Modern Britain. We want our community to embrace the uniqueness of the human race more readily and to have the opportunity to explore a range of issues pertinent to the protected characteristics as part of their education provision.

To achieve this objective, we have updated our curriculum to:

- Enable pupils to access a class set of carefully selected text to support teachers and pupils in the exploration of key themes and in their developing spiritual, moral, social and cultural understanding.
- Introduced Black History month to develop awareness of black culture
- Introduced CREW Week to develop awareness of good mental health and wellbeing and reduce the stigma associated with poor mental health

### **Intended Outcome:**

To raise awareness of the protected characteristics alongside key issues pertaining to Equality, Diversity and Inclusion.

Progress we are making towards this objective:

We sought advice on appropriate books for specific year groups and these are now being used regularly.

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

- 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.
- 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.
- 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.
- We actively promote equality and diversity through the curriculum and by creating an environment which champions respect for all.
- Our admissions arrangements are fair and transparent, and we do not discriminate against pupils by treating them less favourably on the grounds of their sex, race, disability, religion or belief, sexual orientation, gender reassignment.

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

The school policies on Behaviour, Anti-Bullying and Attendance & Punctuality take full account of the duties under the Equality Act. We make reasonable, appropriate and flexible adjustments for pupils with a disability. We closely monitor data on exclusions and absence from school for evidence of overrepresentation of different groups and take action promptly to address concerns.

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

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 beliefs - prejudices around gender and sexual orientation. We treat all bullying incidents equally seriously.

### **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 take action to close any gaps, for example, for those making slow progress in acquiring age-appropriate literacy and number skills. We also ensure children from all groups are challenged to reach higher levels.

- We have procedures, working in partnership with parents and carers, to identify children who have a disability through our pupil admissions meetings and home visits.
- We collect, analyse and use data in relation to attendance and exclusions of different groups.
- We use a range of teaching strategies that ensures we meet the needs of all pupils.
- We are alert and proactive about the potentially damaging impact of negative language in matters such as race, gender, disability and sexuality.
- We ensure equality of access for all pupils to a broad and balanced curriculum, removing barriers to participation where necessary.
- 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.

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

- As a Values Based Education School. 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 teach about difference and diversity and the impact of stereotyping, prejudice and discrimination through PSHE and citizenship and across the curriculum.
- We use materials and resources that reflect the diversity of the school, population and local community in terms of race, gender, sexual identity and disability, avoiding stereotyping.
- We promote a whole school ethos and values that challenge prejudice based discriminatory language, attitudes and behaviour.
- We provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures. We include the contribution of different cultures to world history and that promote positive images of people.
- We provide opportunities for pupils to listen to a range of opinions and empathise with different experiences.
- We include Equalities matters in our Newsletters to Parents and Carers.
- We promote positive messages about equality and diversity through corridor displays such as our Inspirational People wall, and through the class names of each of our year groups and through whole-school events such as Multicultural Week and Black History Month.

In order to ensure that the work we are doing on equalities meets the needs of the whole school community we;

- Review relevant feedback from the annual parent questionnaire, parents' evening, parent-school forum and/or focus meetings or governors' parent-consultation meetings.
- Secure and analyse responses from staff surveys, staff meetings and training events.
- Review feedback and responses from the children and groups of children from the School Council.
- Ensure that we secure responses and feedback at Governing Body meetings.

### **Prejudice Related Incidents**

*A prejudiced-related incident is any incident which is perceived by the victim, or any other person, to be prejudiced towards an individual, due to one or more of the protected characteristics of age, disability, faith, gender identity/reassignment, marriage and civil partnership status, pregnancy and maternity status, race, sex or sexual orientation.*

- All pupils are entitled to an education, which respects and values their identity, individuality and background and is free from prejudice, harassment and adverse discrimination
- Prejudice-related bullying prevents children from learning and could be a significant barrier to their achievement
- Prejudice-related bullying impacts on social and emotional well-being
- Strategies for dealing with discrimination are linked to the school's behaviour and antibullying policy
- All staff, pupils, parents and carers should be aware of the school's policy and procedures for dealing with prejudice-related incidents
- All allegations of prejudice-related incidents should be taken seriously and investigated thoroughly
- Schools should keep parents, carers and victims informed during an investigation and advise them of any action that is taken. This should be discussed sensitively with the child or young person beforehand
- All prejudice-related incidents are recorded and held on file in the school. Incidents are monitored by the Head teacher and Safeguarding Lead.

## **Responding to Prejudice Incidents**

At Hadley Wood we consider four issues when responding to prejudice related incidents:

- Challenging those responsible
- Supporting the victim and perpetrator
- Reporting what has happened to the right people
- Monitor to avoid repetition

The aim is not only to respond appropriately to incidents as they happen, but to try to make sure further incidents do not occur.



Report, support, monitor and challenge is the cyclical process that is regularly discussed so that all staff and pupils are aware that:

- prejudice of any sort will be challenged
- support is available for all involved – victims, perpetrators, families, Headteacher, teachers and Governors
- any incident will be reported, recorded, responded to and monitored.

## **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.

## **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.

Every governing body committee keeps 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.

## **Headteacher and Leadership Team**

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.

## **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

## **Visitors**

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.

## **Equal opportunities for staff**

This section deals with aspects of equal opportunities relating to staff. We are committed to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing and employment.

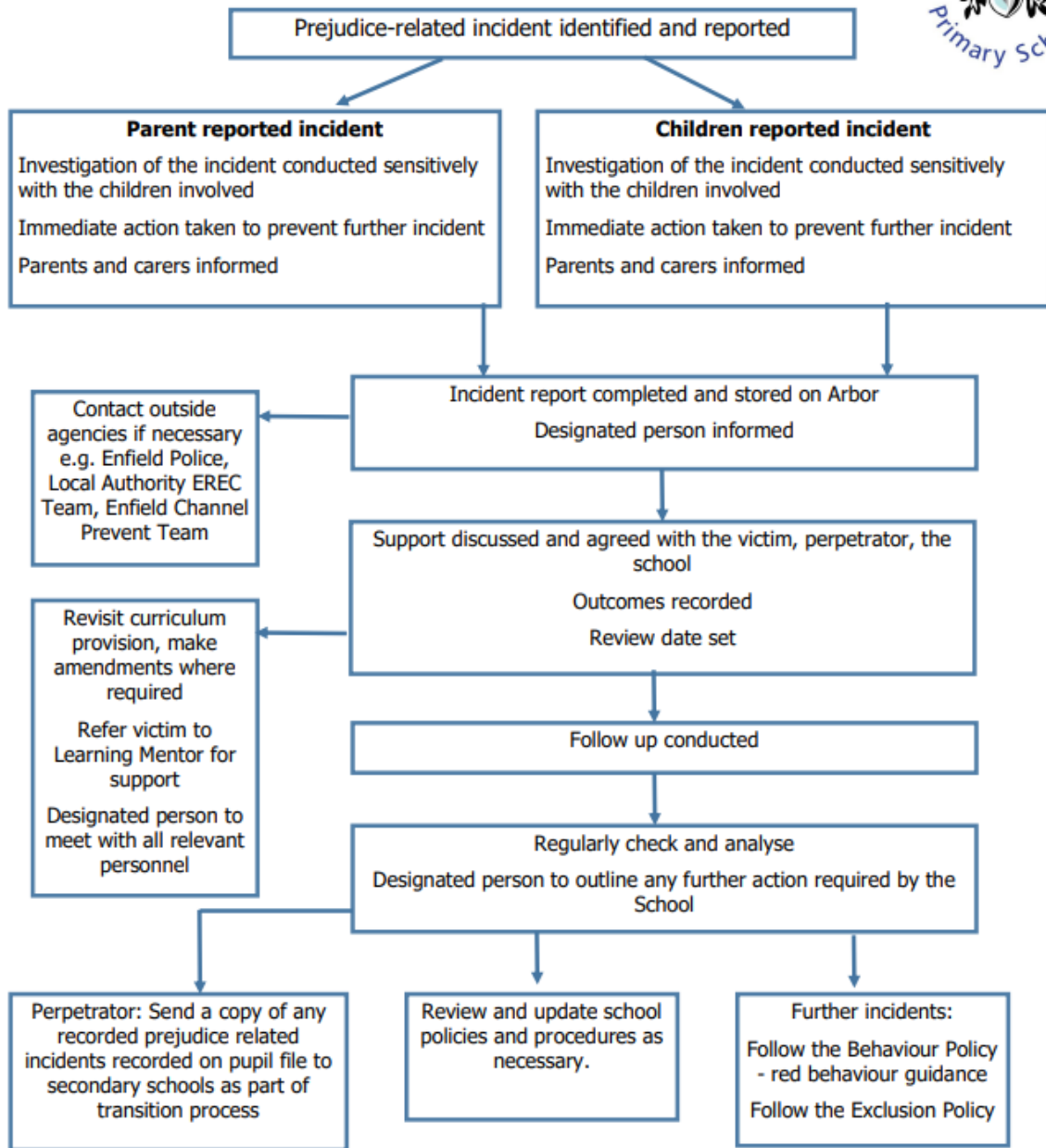
- All staff appointments and promotions are made on the basis of merit and ability and in compliance with the law.
- We are also concerned to ensure wherever possible that the staffing of the school reflects the diversity of our community.
- As an employer we strive to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce.
- We respect the religious beliefs and practice of all staff, pupils and parents, and comply with reasonable requests relating to religious observance and practice.
- We ensure that all staff, including support and administrative staff, receive appropriate training and opportunities for professional development, both as individuals and as groups or teams.

Other reference documents:

- Anti-Bullying Policy
- Appraisal and Capability Policy
- Behaviour Policy
- Collective Act of Worship Policy

- Early Years Policy
- Educational Visits Policy
- Inclusion (SEN, A&G, EAL) Policies
- Relationship and Sex Education Policy
- RE Curriculum Guidance

**Dealing with prejudice related incidents flowchart**



**The 4Rs Approach to Responding**

- RECOGNISE** – identify that an incident has occurred
- RESPONSIBILITY TO RESPOND** – take responsibility for responding according to the Equality, Anti -Bullying and Behaviour Policies
- RECORD** – complete monitoring log according to school / LA guidelines
- REPORT** – share information about the incident with relevant people and agencies.

