

Equalities Duty Framework and Action Plan for Schools



Hughenden Primary School

November 2020

At Hughenden Primary School we ensure that we apply the principles of fairness and equality in everything we do as referred to in The Equality Act 2010

<http://www.legislation.gov.uk/ukpga/2010/15/section/149>.

This means we aim to:

- Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act by removing or minimising disadvantages suffered by people due to their protected characteristics.
- Advance equality of opportunity and foster good relationships between people of all characteristics (those who share a protected characteristic and those who do not).
- Encourage all to participate in activities
- Publish equality objectives and information demonstrating how we are doing this.

Hughenden Primary School welcomes the equality duty of schools. We strongly believe that all pupils and members of staff should have the opportunity to fulfil their potential whatever their background, identity and circumstance. Our commitment to equality and diversity is a fundamental part of our drive towards excellence.

We strive to promote community cohesion. We are all committed to creating a community that recognises and celebrates difference within a culture of respect and cooperation. We promote a culture of equality in relation to all protected characteristics (age, disability, gender reassignment, marriage or civil partnership, race, religion, sex, sexual orientation, pregnancy and maternity) and a shared sense of belonging for all who work, learn and use the services of our school.

We recognise that equality will only be achieved by the whole school community working together; our learners, staff, governors and parents. Throughout this statement parents can be taken to mean mothers, fathers, carers and other adults responsible for caring for a child.

The school is committed to:

- dealing firmly with any incidents of discrimination, harassment and victimization
- enabling equality of opportunity to access the school curriculum, extra-curricular activities, resources, staff vacancies, training opportunities etc.
- recognising the value of a diverse and inclusive school community

- ensuring that staff and pupils within the school operate within the requirements of equality legislation and where necessary deal firmly with breaches of this statement and its principle through pupil and staff discipline procedures
- ensuring support is provided to pupils and staff where a formal complaint or grievance is submitted

We believe

- All learners are of equal worth
- We recognise and respect difference
- We foster positive attitudes and relationships, and a shared sense of cohesion and belonging
- We observe good equalities practice in staff recruitment, retention and development
- We aim to reduce and remove any inequalities and barriers
- We work towards measurable equality objectives

The curriculum

We keep each curriculum subject or area under review in order to ensure that teaching and learning reflect the principles as outlined above

Ethos and organisation

We ensure that the principles listed above apply also to the full range of our policies and practices, including those that are concerned with:

- learners' progress, attainment and assessment
- learners' personal development, welfare and well-being
- teaching styles and strategies
- admissions and attendance
- staff recruitment, retention and professional development
- care, guidance and support
- behaviour, discipline and exclusions
- safeguarding
- working in partnership with parents, carers and guardians
- working with the wider community.

Addressing prejudice-related incidents and bullying

The school is opposed to all forms of prejudice which stand in the way of fulfilling the legal duties referred to above

We keep a record of prejudice-related incidents, including the type of incident, seriousness and how the incident was dealt with.

Roles and responsibilities

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.

A member of the governing body has a watching brief regarding the implementation of this policy.

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.

All staff are expected to:

- promote an inclusive and collaborative ethos in their classroom
- deal with any prejudice-related incidents that may occur
- plan and deliver curricula and lessons that reflect the principles above
- support pupils in their class for whom English is an additional language
- keep up-to-date with equalities legislation relevant to their work.

Information and resources

We ensure that the content of this policy is known to all staff and governors and, as appropriate, to all pupils and their parents and carers.

All staff and governors have access to a selection of resources which discuss and explain concepts of equality, diversity and community cohesion in appropriate detail.

Religious observance

We respect the religious beliefs and practice of all staff, pupils and parents, and comply with reasonable requests relating to religious observance and practice.

Staff development and training

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.

Breaches of the policy

Breaches of this policy will be dealt with in the same ways that breaches of other school policies are dealt with, as determined by the headteacher and governing body.

Monitoring and evaluation

We collect, study and use quantitative and qualitative data relating to the implementation of this policy, and make adjustments as appropriate.

In particular we collect, analyse and use data relation to achievement, broken down as appropriate according to disabilities and special educational needs; ethnicity, language, nationality national origin; religion; and sex.

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.

Equality within our curriculum:

At Hughenden Primary School we are committed to equality of opportunity in accessing the school curriculum, extra-curricular activities, resources, staff vacancies. We recognise the value of a diverse and inclusive school community. Our school community is aware of our core values of:

Cooperation, Honesty, Empathy, Enthusiasm and Respect

These values are embedded in the life of the school and you see them in ‘action’ daily as pupils, staff and the school community go about the school day with our vision of *Working Together, Empowering Lives, Enriching Minds*.

Our key objectives for the school year 2020/2021

- Inspiring all pupils to achieve their individual learning goals – to inspire them to want to be in school daily to learn
- Narrowing the gap in attainment for our most vulnerable pupils
- Ensuring all pupils are given the same opportunities to succeed
- Improving knowledge, skills and attitudes to enable pupils to appreciate the value of diversity

How we do this at Hughenden Primary School

Protected characteristic	What evidence do we hold that we eliminate unlawful discrimination, harassment and victimisation?	How do we advance equality of opportunity between people who share a protected	How do we foster good relationships between people who share a protected
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		characteristic and those who do not?	characteristics and those who do not?
Race	<p>Our school has a rich cultural diversity.</p> <p>Pupils achieve and progress irrespective of race.</p> <p>Any racial incidents would be/are treated very seriously, reported to governors and on ANT.</p> <p>Staff recruitment and professional review procedures help ensure equality of opportunity.</p>	<p>Opportunities for pupils to experience other cultures through the curriculum, assemblies, themed days, weeks and visitors to the school.</p> <p>We explore calendar events to celebrate diversity and to promote understanding of different cultures.</p>	<p>We promote the valuing of self, others and the environment through our ethos. Our values of Cooperation, Honesty, Empathy, Enthusiasm and Respect help to promote universal positive human values.</p> <p>This ethical vocabulary develops ethical intelligence and helps to educate to be inclusive of everyone, no matter their race, disability, gender or any other characteristic.</p>
Disability	<p>We ensure that the needs of disabled users of the school site are considered and that appropriate support is in place.</p> <p>Planning for learning and support is in place and ensures they are able to participate in all aspects of school life.</p> <p>Disabled access is available. Staff</p>	<p>All pupils have the opportunity to participate fully in events.</p> <p>We ensure that parents are able to access school events with the support of others.</p> <p>Pupils learn to support others and celebrate their involvement within a caring environment.</p>	<p>Staff consider the needs of disability at the planning stage of the curriculum in order to overcome potential barriers. Expectations remain high and include appropriate levels of challenge, taking into account medical needs.</p> <p>Diversity is celebrated and treating each other</p>

	recruitment and professional review procedures help ensure equality of opportunity.		with respect is an expectation.
Gender	All pupils make personal progress irrespective of gender. Staff recruitment and professional review procedures help ensure equality of opportunity.	We track pupil data and are continually focused on closing any gaps irrespective of gender. We encourage pupils in developing a sense of responsibility for their achievements and progress. We make every effort to challenge traditional stereotypes relating to gender and equality.	Our delivery of the curriculum extends pupil's knowledge and understanding. Pupils learn how it is important to listen and then how to formulate appropriate questions.
Gender Reassignment	Staff recruitment and professional review procedures help ensure equality of opportunity.	At Hughenden Primary School, our school values/ethos supports tolerance and understanding of others and equality of opportunity for all.	We support and promote inclusion for all members of the community.
Pregnancy and Maternity	We ensure that entitlements to Maternity and paternity leave are met. When possible, flexible working for staff returning from maternity leave and those with children is facilitated.	Support staff needs during pregnancy. This is reviewed regularly.	A supportive environment for all staff is fostered within our strong values based ethos.

Age	We encourage a wide profile of staff and volunteers at the school. Staff recruitment and professional review procedures help ensure equality of opportunity.	We celebrate the opportunities that are presented through a community with a wide age profile and welcome volunteers and visitors from the local area.	Members of the community of all ages are invited into school to talk about their experiences and to share skills.
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Equalities Action Plan 2020 – 2023

Objective	Why we have chosen this objective:	To achieve this objective we plan to:	When
Linked to SDP 1 Attendance Inspiring pupils to want to be in school daily to learn.	We want to increase the % of attendance to at least 95% for all pupils and eradicate persistent absence. There are a few families who are persistently late	Engage pupils in forthcoming learning so they want to be in school. Introduce incentives to celebrate 100% attendance Monitor punctuality more formally and involve parents as necessary	Autumn 2020 through the school year
Linked to SDP 2 Marking and Feedback Narrowing the gap in attainment	Our data shows that some disadvantaged pupils have made personal progress but not met the age expected attainment for their age. We want to improve attitudes towards learning and install a sense of responsibility within pupils for their achievements and progress	Review our SEND identification and support mechanisms Use teaching and assessment processes to check learners' understanding systematically and provide clear, direct feedback. Respond and adapt teaching as necessary.	Autumn Term 2020
Linked to SDP 3 Curriculum Ensuring all pupils are given the same opportunities to participate and achieve and are not limited by age, disability, medical or	To ensure that all pupils have the opportunities to engage in additional curriculum activities, enrichment activities or daily school life	Ensuring what is on offer meets the need for all pupils from Nursery to Year 6. Enabling all pupils have access to after school clubs, breakfast club and lunch clubs, trips and enhanced curriculum activities such as Forest School Ensuring all pupils have the opportunity to stay for PTA organised events.	Autumn Term 2020

Objective	Why we have chosen this objective:	To achieve this objective we plan to:	When
SEN need or any protected characteristic			
<p>Linked to SDP 4 Inclusion</p> <p>Improving knowledge, skills and attitudes to enable pupils to appreciate the value of diversity.</p>	<p>Whole school focus on cultures and what diversity is and celebrate what we have in common.</p> <p>Assemblies themes relaunch to reflect this target. Weekly Values, Celebration and 'World events' content</p>	<p>Assembly/curriculum focus on world events.</p> <p>Books and materials from different cultures on display.</p> <p>Awareness and recognition of 'living' the school's human values during the school day and beyond:</p> <p>Embed CHEER Values (Cooperation, Honesty, Empathy, Enthusiasm, Respect)</p>	Autumn Term 2019

Glossary

Antisemitism	<p>Antisemitism is a certain perception of Jews, which may be expressed as hatred toward Jews.</p> <p>Further information here.</p>
Biphobia	Prejudice or negative attitudes, beliefs or views about bisexual people
Cisgender	Someone whose gender identity is the same as the sex they were assigned at birth.
Disability	A physical or mental impairment, which has a substantial and long-term adverse effect on someone's ability to carry out normal day-to-day activities
Discrimination	<p>This can be direct: When someone is treated less favourably than another person or other people because:</p> <ul style="list-style-type: none"> • they have a protected characteristic • someone thinks they have that protected characteristic (discrimination by perception) • they are connected to someone with that protected characteristic (discrimination by association)

	Or indirect: There is a policy that applies in the same way for everybody but disadvantages a group of people who share a protected characteristic
Gender identity	Someone's internal sense of their own gender, whether man, woman or some other gender. This may or may not align with their assigned sex.
Gender reassignment	If someone is proposing to undergo, is undergoing or has undergone a process (or part of a process) to change sex and/or gender. This might involve medical intervention, but it can also mean changing names, pronouns, dressing differently and living in their self-identified gender.
Harassment	Harassment is unwanted offensive behaviour directed at someone because they have a protected characteristic, are perceived to have a protected characteristic or are associated with someone with a protected characteristic.
Homophobia	Prejudice or negative attitudes, beliefs or views about lesbian, or gay people
Islamophobia	Islamophobia is rooted in racism and is a type of racism that targets expressions of Muslimness or perceived Muslimness. Further information here .
Prejudice-related incident	Any incident which is perceived to be prejudice-related by the victim or any other person.
Race and ethnicity	Includes skin colour, nationality and ethnic or national origins.
Racism	Prejudice or negative attitudes, beliefs or views about someone based on their skin colour, nationality, ethnic or national origin
Reasonable adjustments	Taking reasonable steps to remove disadvantages faced by disabled people by: <ul style="list-style-type: none"> • changing provisions, criteria or practices • changing or removing a physical feature or providing a reasonable alternative way to avoid that feature • providing auxiliary aids
Religion or belief	Religion is a formalised system of belief that aims to relate humanity to spirituality. Beliefs included are philosophical beliefs, which are considered to be similar to a religion.

	We include people who have no religion or a lack of belief.
Sex	Whether someone is male, female or intersex
Sexism	Prejudice or negative attitudes, beliefs or views about someone based on their sex
Sexual orientation	Who someone is emotionally, mentally, and physically attracted to in relation to their sex/gender, this includes heterosexual, lesbian, gay, bisexual, pansexual and asexual
Transgender	An umbrella term to describe people whose gender identity differs from what is typically associated with the sex they were assigned at birth.
Transphobia	Prejudice or negative attitudes, beliefs or views about transgender people including refusal to accept their gender identity
Victimisation	<p>Treating someone badly because they are:</p> <ul style="list-style-type: none"> • making a claim or complaint of discrimination • helping someone else to make a claim by giving evidence or information <p>Or because they intend to do so.</p>