



# **Red Hill C of E Primary School Equality Policy and Plan 2021-2024**

# Document Amendment history

Date	Issue	Status	Reason for Amendment	Person / Role Responsible
19 June 2012	Draft	For Gov acceptance	Written to reflect the new single equality laws. Replaces the Racial Equality and Equal Opportunities policies.	K Munn
04 July 2012	Issue 1	Approved by FGB	-	K Munn
18 March 2015	Issue 1.1	Approved by FGB on 18 March 2015	Updated in accordance with annual review	K Munn
March 2018	Issue 1.2	Approved by FGB March 2018	Update of Action Plan	K Munn / S Morris
June 2021	Issue 1.3	Approved by FGB July 2021	Update of Action Plan Change from single equalities to new title.	Equality Action Group SLT
2 <sup>nd</sup> June 2022	Issue 1.4	Approved by FGB July 2022	Additions made in response to with emerging need for actions regarding equality duties	Equality Action Group SLT

## **Introduction**

1.1 This single policy for equality sets out to describe the Red Hill C of E Primary School commitment to equality and inclusion and to demonstrate how the school plans and implements policy in order to comply with the Equality Act 2010.

1.2 As a single policy for equality, it encompasses all of the school's previous individual equality policies concerning race, disability, gender, gender identity and transgender, sexual orientation, age, marriage and civil partnerships, pregnancy, maternity and breastfeeding, and religion and belief.

## **2. Mainstreaming Equality into Policy and Practice**

### **2.1 General**

2.1.1 In addition to the specific actions set out beneath this Policy and Plan, the school operates equality of opportunity in its daily practice as described in the sections that follow.

### **2.2 Teaching and Learning**

2.2.1 The school aims to provide all pupils with the opportunity to succeed and to reach the highest level of personal achievement. To do this, we will:

- a) Use contextual data to improve the ways in which we provide support to individuals and groups of pupils;
- b) Monitor achievement data by ethnicity, gender and disability and action any gaps;
- c) Take account of the achievement of all pupils when planning for future learning and setting challenging targets;
- d) Ensure equality of access for all pupils and prepare them for life in a diverse society;
- e) Use materials that reflect the diversity of the school, population and local community in terms of race, gender and disability, without stereotyping;

- f) Promote attitudes and values that will challenge racist and other discriminatory behaviour or prejudice;
- g) Provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures;
- h) Seek to involve all parents in supporting their child's education;
- i) Encouraging classroom and staffroom discussion of equality issues which reflect on social stereotypes, expectations and the impact on learning;
- j) Including teaching and classroom-based approaches appropriate for the whole school population, which are inclusive and reflective of our pupils.

## **2.3 Admissions and Exclusions**

2.3.1 Our admissions arrangements are administered by the Local Authority (LA) in a fair and transparent way and do not discriminate on race, gender, disability or socio-economic factors.

2.3.2 Exclusions will always be based on the school's Policy for Behaviour and the LA procedures. We will closely monitor exclusions to avoid any potential adverse impact and ensure any discrepancies are identified and dealt with.

## **3. Equal Opportunities for Members of Staff**

### **3.1 General**

3.1.1 This section describes the aspects of equal opportunities relating to staffing at Red Hill C of E Primary School.

3.1.2 The school is committed to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing and employment.

3.1.3 All staff appointments and promotions are made on the basis of merit and ability and in compliance with the law. However, we are concerned to ensure wherever possible that the staffing of the school reflects the diversity of our community.

## **3.2 Employer Duties**

**3.2.1** As an employer, the LA needs to ensure that discrimination and harassment is eliminated in its employment practices and to actively promote equality across all groups within the school workforce.

**3.2.2** Equality aspects such as gender, race, disability, sexual orientation, gender re-assignment and faith or religion are considered when appointing staff and particularly when allocating Teaching and Learning Responsibilities (TLR) or re-evaluating staffing structures, to ensure decisions are free of discrimination.

**3.2.3** Actions to ensure this commitment is met include:

- a) Monitoring recruitment and retention including bullying and harassment of staff members;
- b) Continued professional development opportunities for all staff members;
- c) Senior Leadership Team (SLT) support to ensure equality of opportunity for all.
- d) Recruitment panels will include a LA trained member.

## **4. Equality and the Law**

### **4.1 General**

4.1.1 The action plan at the end of this Policy for Single Equality outlines the actions that Red Hill C of E Primary School will take to meet the general duties detailed below.

### **4.2 Race**

4.2.1 Every pupil should have opportunities to achieve the highest possible standards, and the best possible qualifications for the next stage of their life and education.

4.2.2 Every pupil should be helped to develop a sense of personal and cultural identity that is confident and open to change, and that is receptive and respectful towards other identities.

- 4.2.3 Every pupil should develop the knowledge, understanding and skills that they need in order to participate in Britain's multi-ethnic society and in the wider context of an interdependent world.
- 4.2.4 The General Race Equality Duty requires us to have due regard to the need to:
- a) Eliminate racial discrimination;
  - b) Promote equality of opportunity;
  - c) Promote good relations between people of different racial groups.
- 4.2.5 Under our specific duty we will:
- a) Prepare and plan for Equality;
  - b) Assess the impact of our policies, including this Plan, on pupils, staff and parents by ethnicity including, in particular, the achievement levels of these pupils;
  - c) Monitor the impact our plans and policies have on such pupils, staff members and parents / carers towards raising the achievement of minority ethnic groups.

### **4.3 Disability**

- 4.3.1 This section should be read in conjunction with the school's policy for Special Educational Needs (SEN) (refer to the Action Plan later in this document).
- 4.3.2 The Disability Discrimination Act (DDA) 2005 defined a disabled person as someone who has 'a physical or mental impairment which has a substantial or long-term adverse effect on his or her ability to carry out normal day-to-day activities'.
- 4.3.3 The DDA 2005 placed a general duty on schools, requiring them to have due regard for the following when carrying out and delivering services:
- a) Promoting equality of opportunity between disabled people and other People;
  - b) Eliminating discrimination and harassment of disabled people that is related to their disability;
  - c) Promoting positive attitudes towards disabled people;
  - d) Encouraging participation in public life by disabled people;
  - e) Taking steps to meet disabled people's needs, even if this requires more favourable treatment.
- 4.3.4 Under our specific duty we will:

- a) Prepare and publish a Plan for Equality;
- b) Assess the impact of our policies, including this Plan, on the whole school community including pupils, staff members and parents / carers who are affected, in particular, the achievement levels of pupils;
- c) Monitor the impact our plans and policies have on such pupils, staff members and parents / carers towards raising the achievement of those with disability / SEN.

#### **4.4 Gender**

4.4.1 The Gender Equality Duty 2006 places a general and specific duty on schools to eliminate unlawful discrimination and harassment on the grounds of gender and to promote equality of opportunity between female and male pupils and between women and men and transgender people.

4.4.2 Under our general duty we will actively seek to:

- a) Eliminate unlawful discrimination and harassment on grounds of sex and gender;
- b) Promote equality between men and women.

4.4.3 Under our specific duty we will:

- a) Prepare and publish a Plan for Equality identifying any gender equality goals and actions to meet them;
- b) Assess the impact of our policies, including this Plan, on pupils, staff and parents by gender including, in particular, the achievement levels of pupils;
- c) Monitor the impact our plans and policies have on pupils, staff members and parents / carers towards ensuring equality of opportunity.

#### **4.5 Gender Identity and Transgender**

4.5.1 An individual has the protected characteristic of gender reassignment if the individual is proposing to undergo, is undergoing or has undergone a process (or part of a process) for the purpose of reassigning the individual's sex by changing physiological or other attributes of sex.

4.5.2 Under our general duty we will actively seek to:

- a) Eliminate unlawful discrimination and harassment on grounds of gender identity and transgender.

4.5.3 Under our specific duty we will:

- a) Include this protected characteristic in this policy for equalities.
- b) Describe actions and targets as needed

#### **4.6 Sexual Orientation**

4.6.1 The Equality Act (Sexual Orientation) Regulations 2007 came into force on 30 April 2007, and they make it unlawful to discriminate on grounds of sexual orientation in areas such as admissions, benefits and services for pupils and treatment of pupils.

4.6.2 Under our general duty we will actively seek to:

- a) Eliminate unlawful discrimination and harassment on grounds of sexual orientation.

4.6.3 Under our specific duty we will:

- a) Include this protected characteristic in this policy for equalities.
- b) Describe actions and targets as needed.

#### **4.7 Age**

4.7.1 **Under our general duty we will actively seek to:**

- a) Eliminate unlawful discrimination and harassment on grounds of age.

4.7.2 **Under our specific duty we will:**

- a) Include this protected characteristic in this policy for equalities.
- b) Describe actions and targets as needed
- c) Monitor the impact our plans and policies have on staff and parents, in particular towards ensuring equality of opportunity in recruitment and staffing.

#### **4.8 Marriage and Civil Partnerships**

4.8.1 **Under our general duty we will actively seek to:**

- a) Eliminate unlawful discrimination and harassment connected to the issues of marriage and civil partnerships.

4.8.2 **Under our specific duty we will:**

- a) Include this protected characteristic in his Equalities policy.
- b) Describe actions and targets as needed



## **4.9 Pregnancy, Maternity and Breastfeeding**

4.9.1 Pregnancy is the condition of being pregnant or expecting a baby. Maternity refers to the period after the birth, and is linked to maternity leave in the employment context. In the non-work context, protection against maternity discrimination is for 26 weeks after giving birth, and this includes treating a woman unfavourably because she is breastfeeding.

4.9.2 Under our general duty we will actively seek to:

- a) Eliminate unlawful discrimination and harassment connected to pregnancy, maternity and breastfeeding.

4.9.3 Under our specific duty we will:

- a) Include this protected characteristic in this policy for equalities.
- b) Describe actions and targets as needed.

## **4.10 Religion and Belief**

4.10.1 Religion means any religion and a reference to religion includes a reference to a lack of religion. Belief means any religious or philosophical belief and a reference to belief includes a reference to a lack of belief.

4.10.2 Under our general duty we will actively seek to:

- a) Eliminate unlawful discrimination and harassment on grounds of religion and belief.

4.10.3 Under our specific duty we will:

- a) Include this protected characteristic in this policy for equalities.
- b) Describe actions and targets as needed in line with our mission statement, with due regard to the faiths represented within the school community.

## **5. Consultation**

5.1 It is a requirement that the development of this plan and the actions within it have been informed by the input of staff, pupils and parents / carers. We have achieved this by using the following to shape the plan:

- a) Feedback from the annual parent / carer questionnaire, parents' evening.
- b) Inputs from staff surveys.
- c) Feedback from the School Council and Personal, Social and Health Education (PSHE) lessons.
- d) Issues raised in annual reviews or reviews of progress on Individual Education Plans.
- e) Feedback at Full Governing Body (FGB) meetings and Governor
- f) Committee meetings.

## **6. Roles and Responsibilities**

### **6.1 The Role of School Governors**

6.1.1 The school's FGB has set out its commitment to equal opportunities in this plan and it will continue to do all it can to ensure that the school is fully inclusive.

6.1.2 The school's FGB seeks to ensure that people are not discriminated against when applying for jobs at our school.

6.1.3 The school's Governors take all reasonable steps to ensure that the school environment gives access to people with disabilities, and also strive to make school communications as inclusive as possible for parents, carers and pupils.

6.1.4 The school's Governors welcome all applications to join the school.

6.1.5 The school's FGB ensures that no child is discriminated against in our school.

### **6.2 The Role of the Headteacher**

6.2.1 It is the Headteacher's role to implement the school's Plan for Equality and he is supported by the FGB in doing so.

**6.2.2** It is the Headteacher's role to ensure that all members of staff are aware of the Plan for Equality, and that teachers apply these guidelines fairly in all situations.

**6.2.3** The Headteacher ensures that all appointments panels give due regard to this plan, so that no-one is discriminated against when it comes to employment or training opportunities.

**6.2.4** The Headteacher promotes the principle of equal opportunity when developing the curriculum, and promotes respect for other people and equal opportunities to participate in all aspects of school life.

**6.2.5** The Headteacher treats all incidents of unfair treatment and any incidents of bullying or discrimination, including racist incidents, with due seriousness.

### **6.3 The Role of Staff Members: Teaching and Non-Teaching**

**6.3.1** Members of staff will ensure that all pupils are treated fairly, equally and with respect, and will maintain awareness of the school's Plan for Equality.

**6.3.2** All members of staff will strive to provide material that gives positive images based on race, gender and disability, and challenges stereotypical images.

**6.3.3** All members of staff will challenge any incidents of prejudice, racism or homophobia, and record any serious incidents, drawing them to the attention of the Headteacher.

**6.3.4** Teachers support the work of ancillary or support staff and encourage them to intervene in a positive way against any discriminatory incidents.

## **7. Complaints Procedure**

7.1 The school operates a formal Policy and Procedure for Complaints which has been adopted from the LA procedure for same.

7.2 If a member of the school community has any issue with how equality is addressed at Red Hill C of E Primary School, they should in the first instance raise the issue with the class teacher or Phase Leader (PL). If the issue is not or cannot be resolved at this stage, the Headteacher should be contacted and if found necessary, the formal complaints procedure may then be invoked.

## **8. Review of Progress and Impact**

8.1 This Plan for Equality is approved by the school's FGB. Red Hill C of E Primary School has an ongoing programme of reviewing and updating school plans, policies, procedures and their impact. In line with legislative requirements, we will review progress against our Plan for Equality annually and review the entire Plan and accompanying Action Plan on a three-year cycle.

8.2 We make regular assessments of pupils' learning and use this information to track pupil progress. As part of this process, we regularly monitor achievement by ethnicity, gender and disability, to ensure that all groups of pupils are making the best possible progress, and take appropriate action to address any gaps.

## **9. Publishing the Plan**

9.1 In order to satisfy the statutory requirements to publish a school Plan for Equality, we will:

- a) Publish our Plan on the school's website;
- b) Raise awareness of the Plan through the school's newsletter, through school assemblies, staff meetings and other communications;
- c) Ensure that a hard copy is available upon request.

## **10. Abbreviations**

DDA	Disability Discrimination Act
FGB	Full Governing Body
KS	Key Stage
LA	Local Authority
MIS	Management Information Systems

PSHE	Personal Social and Health Education
SEN (CO)	Special Educational Needs (Coordinator)
SLT	Senior Leadership Team
TLR	Teaching and Learning Responsibilities

Signed: .....Name: .....

Chair of Governors

Date: .....

## 10. Action Plan

Equality Strand	Action	How will the impact of the action be monitored?	Who is responsible for implementing ?	What are the timeframes ?	Early success indicators
<b>General</b>					
All	Embed the aim of representing diversity and inclusion, through the delivery of a carefully sequenced, broad and balanced framework, within the prescribed curriculum. Emphasis on a 'Diverse and inclusive curriculum for all'.	Frequent subject specific reviews of teaching and learning. Conversations with the children and staff.	Curriculum lead and SLT Subject leads All teachers	Ongoing	Staff feel more confident in planning and delivering a diverse curriculum
All	Monitor and analyse pupil achievement by race, gender, disability and socio-economic status (free school meal) and act on any trends or patterns in the data that require additional support for pupils. Use of MIS to track and support specific groups of children.	Achievement data analysed by equality strand	Head teacher SLT Phase leaders	ongoing	Continued analysis of teacher assessments and interventions in place as a response
All	Ensure members of the school community are aware of the Equality Plan. Share and celebrate some work being done (e.g. Black History Month video shared on website).  Publish and promote the Equality Plan through the school website, newsletter and staff meetings.	School community questionnaire about awareness of Equality at Red Hill.	Head teacher / Equality Action Group	Every academic year	Parents and staff are aware of the Equality Plan and some examples of projects
All (specific links with race and religion)	As part of a diverse and inclusive curriculum, children are giving frequent opportunities to celebrate cultural events throughout the year to increase pupil awareness and understanding of different communities.	PSHE work and displays. Regular assemblies.	Curriculum lead and SLT PSHE and RE leads All teachers	Ongoing	Increased awareness of different communities shown. Children are able to talk about a wide range of cultural events

Equality Strand	Action	How will the impact of the action be monitored?	Who is responsible for implementing ?	What are the timeframes ?	Early success indicators
All	School council is representative of our wider community.  Ensure all pupils are given the opportunity to make a positive contribution to the life of the school e.g. through involvement in the School Council.	School council representation monitored by race, gender, disability	Member of staff leading on school council	Annual	More diversity in school council membership
<b>Race and religion</b>					
Race and religion	Proactive Red Hill Equalities Statement created and shared with the whole school community.  Embedded diverse and inclusive curriculum.  Continue to identify, respond and report racist incidents in line with legal responsibilities including PREVENT.	Curriculum review  Data analysis to assess the impact of the proactive stance	Headteacher / Governing body  Curriculum lead  All teaching staff  Incidents recorded by Safeguarding staff.	Ongoing	Incidents are reported, logged and followed up on where appropriate.  Children actively demonstrate their learning from the diverse and inclusive curriculum
Race	Give pupils opportunities to learn about a variety of role models from different races, in the context of a broad and balanced curriculum  Staff and children regularly reflect on the diversity and equal opportunities within the curriculum.	Curriculum review	Curriculum lead  Subject leads  All teaching staff	Ongoing	Children are learning about and able to talk about role models from different races

Equality Strand	Action	How will the impact of the action be monitored?	Who is responsible for implementing ?	What are the timeframes ?	Early success indicators
Race	Proactive and embedded teaching about race and equality for all children is supported by whole school ethos.	Assemblies and class work, e.g. Anti-bullying, PSHE  Pupils report unkindness/bullying behaviour	Curriculum lead and SLT  Subject leads  All teachers	Frequent and ongoing reviews	Children continue to feel safe, happy and valued.  Children demonstrate more understanding of themselves and others in relation to racial identity.
Religion / Belief	Proactive teaching about religion and equality.  Children have opportunities to show, celebrate and study their religious beliefs. For example, Muslim pupils would like the opportunity to celebrate their knowledge and experiences of Islam.	Curriculum monitoring  Visits/visitors are arranged where possible	Curriculum lead and SLT  All teachers	Frequent and ongoing reviews	Children demonstrate more understanding of themselves and others in relation to religious identity.
<b>Gender and sexuality</b>					
Gender	Proactive teaching about gender equality, ensuring that children learn about a range of gender identities within the context of a broad and balanced curriculum.	Curriculum monitoring, pupil feedback	Curriculum lead and SLT  All teachers	Frequent and ongoing reviews	Children demonstrate more understanding of themselves and others in relation to gender identity.
Gender	Different genders mix socially as a result of teaching and learning around gender.	Pupil monitoring during playtimes and other social opportunities	SLT All teachers	Ongoing	Children are socialising with children of a different gender to themselves
Gender identity NB transgender	In line with legal duty and 4.5 of this policy With parent consent, use gender neutral language with any child questioning their birth gender/gender identity.	Pupil voice pastoral	All staff	Ongoing	Named pupil/s are protected from upset caused by peers/staff whenever possible



Equality Strand	Action	How will the impact of the action be monitored?	Who is responsible for implementing ?	What are the timeframes ?	Early success indicators
issues are not promoted or currently taught at primary age	Gender neutral toilet provision will be available.				
	In line with legal duty and 4.5 of this policy Uniform items perceived to be gender specific are not insisted on. All/any pupil can wear any combination of uniform.	Pupil/s currently identifying differently to their gender assigned at birth feel able to dress as they identify.	SLT All staff	In newsletter ongoing In REC induction info ongoing	Pupils feel able to be themselves.
	In line with legal duty and 4.5 of this policy Selection for awards, groups, school council and any other pupil responsibility positions will not be curtailed by gender.	Responsibility is given to the most appropriate 'child' for the role. No representation is by eg one boy and one girl.	Head Teacher SLT All staff	For the duration of this plan.	Pupil/s identifying differently to their birth gender have full access to selection.
<b>Disability</b>					
Disability/SEN	Enable children with disability or SEN to take part in all aspects of school life, including educational visits and journeys; lunchtime activities; PE, dance and assemblies  <b>PLEASE SEE SEPARATE SEND ACCESS PLAN</b>	Review inclusion of children with SEN / disabilities in all aspects of the curriculum	SENDCO and SLT all Teachers	New access policy/document April 2021	Classroom practice is monitored and ensured. Disability and medical needs have differentiated participation where needed.
Disability/SEN	Ensure access and inclusion of <b>all</b> into development into two form entry school.	Equality impact assessment document implemented	EAG and SLT	Regular update and remains current until expansion	All concerns and identified risks are acted upon.

Equality Strand	Action	How will the impact of the action be monitored?	Who is responsible for implementing ?	What are the timeframes ?	Early success indicators
				process complete.	