



# Equality and Diversity Policy

Hayward's Primary School



<b>Written by:</b>	Based on a Babcock Model Policy	<b>Signed:</b>
<b>Approved by Governors:</b>	Summer 2020	
<b>Next review due by:</b>	Summer 2021	

*This single policy replaces separate policies the school has on race, disability and gender to eliminate discrimination, advance equality of opportunity and foster good relations. It reflects the legal duties set out in the Equality Act 2010 and non-statutory guidance set out by the government in December 2011 and March 2012. Part One sets out the school's aims to promote equality of opportunity and comply with the Act; Part Two sets out the legal duties which are referred to in Part One. To view the school's current equality objectives see the school's accessibility plan available to download at the following link; <https://www.haywards.org/attachments/download.asp?file=2102&type=pdf>*

This policy is applicable to children, staff, volunteers and parents/carers.

## Part One

The aim of Hayward's Primary School is to enable all pupils to take part as fully as possible in every part of school life by developing each child's self-confidence, recognising their strengths and encouraging them to achieve their full potential.

Hayward's Primary School will take steps to advance equality of opportunity, foster good relations and eliminate discrimination or harassment across all the protected characteristics (age, race, gender reassignment, disability, marriage and civil partnership, religion and belief, pregnancy and maternity, gender, sexual orientation) within the school community.

This means:

- We will take reasonable and necessary steps to meet pupils' needs by using a variety of approaches and planning reasonable adjustments for pupils with disabilities, enabling our pupils to take as full a part as possible in all the activities of the school.
- We will make reasonable adjustments to ensure the school environment and its activities are as accessible and welcoming as possible for pupils, staff, parents/carers and visitors to the school. We are also committed to ensuring staff with a disability have equality of opportunity.
- We will actively encourage positive attitudes towards pupils and staff and expect everyone to treat others with dignity and respect.

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We will regularly consider the ways in which the taught and wider curricula will help to promote awareness of the rights of individuals and develop the skills of participation and responsible action.

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We will regularly consider the ways in which our teaching and the curriculum provision will support high standards of attainment, promote common values, and help students understand and value the diversity that surrounds them, and challenge prejudice and stereotyping.

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We will monitor the progress and achievement of pupils by the relevant and appropriate protected characteristics. This information will help the school to ensure that individual pupils are achieving their potential, the school is being inclusive in practice, and trends are identified which inform the setting of our equality objectives in the accessibility plan (2019-2021).

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We will collect and analyse information about protected characteristics in relation to staff recruitment, retention, training opportunities and promotions to ensure all staff have equality of opportunity. We will not ask health-related questions to job applicants before offering a job, unless it relates to an intrinsic function of the work they do. We will make reasonable adjustments such as providing auxiliary aids for staff with disabilities.

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Staff will ensure the curriculum is accessible to all pupils with special educational needs and disabilities (SEND) or those for whom English is not their first language. Auxiliary aids and services will be provided for them, where reasonable adjustments are required. By planning ahead, staff will ensure that all pupils are able to take part in extra-curricular activities and residential visits, and the school will monitor the uptake of these visits to ensure no one is disadvantaged on the grounds of a protected characteristic.

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We will seek the views of advisory staff and outside agencies and partnerships with other schools where this is needed. In planning the curriculum and resources the school will take every opportunity to promote and advance equality.

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Bullying and Prejudice Related Incidents will be carefully monitored and dealt with effectively. Regular training will be given to both existing and new staff to ensure that they are aware of the process for reporting and following up incidents of prejudice-related bullying.

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We expect that all staff will be role-models for equal opportunities, deal with bullying and discriminatory incidents and be able to identify and challenge prejudice and stereotyping.

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Throughout the year, the school will plan on-going events to raise awareness of equality and diversity. This may include a focus on disability, respect for other cultures, religions and beliefs, anti-homophobia/gay pride, gender equality, developing community cohesion and an understanding of the effects of discrimination. This will be set out as equality objectives in the accessibility plan 2019-2021.

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We will ensure pupil/parent/carer/staff consultation is regularly sought in the development and review of this policy and in the suitability of the equality objectives set out in the Accessibility Plan. These equality objectives will be reviewed and reported on annually.

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We will regularly seek the views of pupils, parents, advisory staff and visitors to the school, to ensure that the school environment is as safe and accessible as possible to all school users. We will regularly review our accessibility plans. We will carry out a site audit at the start of the year to identify any issues with how accessible our site is.

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The school welcomes a diverse range of candidates and encourages those who are currently under-represented to join.

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We will ensure that all staff are aware of their legal duties under the Equality Act 2010, the different forms of discrimination and what 'reasonable adjustments' mean in practice.

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Training and awareness sessions will be set out in the school improvement plan.

The school has an equality page on its website to show how it is complying with the Public Sector Equality Duty (PSED) in the Equality Act 2010 and advancing equality of opportunity.

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The governing body must consider to what extent a new/revised policy, practice or plan meets the Public Sector Equality Duties (eliminates discrimination, advances equality and fosters good relations for all the protected characteristics) and recommend changes/mitigations should it feel the policy, practice or plan could be improved to fulfil the Duties (DCC policies will have already had EIAs carried out).

# Part Two

## Our Legal Duties

Legislation relating to equality and discrimination is laid out in the Equality Act 2010.

This legislation covers employment (work), the provision of services and public functions, and education.

Employers (schools) are liable for discriminatory acts of their employees if they did not take reasonable steps to prevent such acts. Employees can be liable for acts (where an employer took reasonable steps to prevent such acts).

### The 'Protected Characteristics' within equality law are:

☐ **Age** - A person of a particular age (e.g. 32 year old) or a range of ages (e.g. 18 - 30 year olds). Age discrimination does not apply to the provision of education, but it does apply to work.

☐ **Disability** - A person has a disability if s/he has, or has had, a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities. It includes discrimination arising from something connected with their disability such as use of aids or medical conditions. HIV, multiple sclerosis and cancer are all considered as disabilities, regardless of their effect.

☐ **Gender reassignment** - A person (usually with 'gender dysphoria') who is proposing to undergo, is undergoing or has undergone gender reassignment (the process of changing physiological or other attributes of sex, therefore changing from male to female, or female to male). 'Trans' is an umbrella term to describe people with this 'Gender Identity'. 'Intersex' or 'Third Sex' is not covered by the Act but the school will treat Intersex children with the same degree of equality as children with gender dysphoria. Children as young as five may begin to show signs of gender dysphoria and therefore it is relevant in any school environment. (The Intercom Trust in Devon supports schools in supporting children undergoing gender reassignment).

☐ **Marriage and civil partnership** – Marriage and civil partnership discrimination does not apply to the provision of education, but it does apply to work.

**Pregnancy and maternity** - Maternity refers to the period of 26 weeks after the birth (including still births), which reflects the period of a woman's Ordinary Maternity Leave entitlement in the employment context. In employment, it also covers (where eligible) the period up to the end of her Additional Maternity Leave.

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? **Race** - A person's colour, nationality, ethnic or national origin. It includes Travellers and Gypsies as well as White British people.

**Religion and belief** - Religious and philosophical beliefs including lack of belief.

Generally, a belief should affect your life choices or the way you live for it to be included in the definition. Religion and belief discrimination does not prevent a school from

? carrying out collective worship or other curriculum-based activities, but pupils may

? withdraw from acts of collective worship.

**Sex** - A man or a woman.

**Sexual orientation** - A person's sexual orientation towards the same sex (lesbian or gay), the opposite sex (heterosexual) or to both sexes (bisexual). Although children may not identify as gay or lesbian when very young, promotion of sexual orientation equality is as relevant in a primary school environment as it is in a secondary school. For example, a child may have an older sibling or parent who is gay. Children may experience friends 'questioning' or 'coming out' when they are in secondary school or college. Schools with a particular religious ethos cannot discriminate against lesbian, gay or bisexual pupils.

*It is also unlawful to discriminate because of the sex, race, disability, religion or belief, sexual orientation or gender reassignment of another person with whom the pupil is associated. So, for example, a school must not discriminate by refusing to admit a pupil because his parents are gay men or lesbians. It would be race discrimination to treat a white pupil less favourably because she has a black boyfriend.*

#### **Prohibited Conduct' (acts that are unlawful):**

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**Direct discrimination** - Less favourable treatment because of a protected characteristic.

? **Indirect discrimination** - A provision, criteria or practice that puts a person at a particular disadvantage and is not a proportionate means of achieving a legitimate aim.

? **Harassment** - Conduct which has the purpose or effect of violating dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment. It includes harassment by a third party (e.g. customer or contractor) in the employment context.

? **Victimisation** - Subjecting a person to a detriment because of their involvement with proceedings (a complaint) brought in connection with this Act.

? **Discrimination arising from disability** - Treating someone unfavourably because of something connected with their disability (such as periods of absence from work or medical conditions) **and failure to make reasonable adjustments.**

? **Gender re-assignment discrimination** - Not allowing reasonable absence from work for the purpose of gender-reassignment in line with normal provision such as sick leave).

? **Pregnancy/maternity related discrimination** - Unfavourable treatment because of pregnancy or maternity. It includes unfavourable treatment of a woman or girl because she is breastfeeding.

**Discrimination by association or perception** - For example, discriminating against someone because they "look gay", or because they have a gay brother; discriminating against someone because they care for a disabled relative.

*Schools are allowed to treat disabled pupils more favourably than non-disabled pupils, and in some cases are required to do so, by making reasonable adjustments to put them on a more level footing with pupils without disabilities.*

### **Public Sector Duties (applies to schools):**

A school must, in the exercise of its functions, give due regard to the need to (in relation to protected characteristics above):

1. Eliminate discrimination, harassment, victimisation and any other prohibited conduct.
2. Advance equality of opportunity (remove or minimise disadvantage; meet people's needs; take account of disabilities; encourage participation in public life).
3. Foster good relations between people (tackle prejudice and promote understanding).

*In practice, 'due regard' means giving relevant and proportionate consideration to the duty, so decision makers in schools must have due regard when making a decision, developing a policy or taking an action as to whether it may have implications for people because of their protected characteristics.*

### **Reasonable Adjustments and Accessibility Plans (Schedule 10)**

Schools are required to:

- Take reasonable steps to avoid disadvantage caused by a provision, criteria or practice or a physical feature that puts a disabled person at a substantial disadvantage compared to a non-disabled person. This involves removing or avoiding a physical feature, for example steps and lifts.
- Take reasonable steps to provide auxiliary aids/services.  
Provide information in an accessible format.
- Develop and implement (by allocating appropriate resources) Accessibility Plans which will
  - Increase disabled pupils' access to the school curriculum
  - Improve the physical environment
  - Improve provision of information.

The duty is an anticipatory and continuing one that schools owe to disabled pupils generally, regardless of whether the school knows that a particular pupil is disabled or whether the school currently has disabled pupils. The school will need to plan ahead for the reasonable adjustments that it may need to make, working with the **relevant admissions authority** as appropriate.

**For more information download guidance from the DfE:**

<http://www.education.gov.uk/aboutdfe/policiesandprocedures/equalityanddiversity/a0064570/the-equality-act-2010>

and **Equality Human Rights website:**

<http://www.equalityhumanrights.com> which includes the guidance for education providers (schools)

or Devon County Council at <http://www.devon.gov.uk/equalitylegislation.htm>

The Education and Inspections Act 2006 introduced a duty on all maintained schools in England to promote community cohesion.

Aspects of educational legislation have also promoted equal opportunities, for example the Education Act includes a duty for local authorities to educate children with special educational needs in mainstream schools wherever possible.

## **Responsibilities**

### **Governing Body**

- ☐ Ensure that the school complies with equality-related legislation.
- ☐ Ensure that the policy and its procedures are implemented by the Headteacher.
- ☐ Ensure all other school policies promote equality.
- ☐ Give due regard to the Public Sector Equality Duty when making decisions.

### **Headteacher**

- ☐ Implement the policy and its related procedures.
- ☐ Make all staff aware of their responsibilities and provide training as appropriate to enable them to effectively deliver this policy.
- ☐ Take appropriate action in any case of actual or potential discrimination.
- ☐ Ensure that all staff understand their duties regarding recruitment and providing reasonable adjustments to staff. It is unlawful for an employer to enquire about the health of an applicant for a job until a job offer has been made, unless the questions are specifically related to an intrinsic function of the work - for example ensuring that applicants for a PE teaching post have the physical capability to carry out the duties. Schools should no longer require job applicants to complete a generic health questionnaire. Neither should a school seek out past sickness records until they have made a job offer.
- ☐ Ensure that all staff, parents/carers and pupils are aware of the process for reporting and following up bullying and prejudice-related incidents.

### **All staff**

- ☐ Enact this policy, its commitments and procedures, and their responsibilities associated with this policy.
- ☐ Deal with bullying and discriminatory incidents, and know how to identify and challenge prejudice and stereotyping.
- ☐ Promote equality and good relations and not discriminate on any grounds.
- ☐ Attend such training and information opportunities as necessary to enact this policy and keep up to date with equality legislation.
- ☐ To be models of equal opportunities through their words and actions.

### **Pupils**

- ☐ Refrain from engaging in discriminatory behaviour or any other behaviour that contravenes this policy.



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**Visitors (e.g. parent helpers, contractors)**

To be aware of, and comply with, the school’s equality policy.

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To refrain from engaging in discriminatory behaviour (for example, racist language) on school premises.

Sign our code of conduct for faith representatives when relevant.

**Appendix**

**Definitions**

Equality	This is more clearly defined as equality of opportunity and outcome, rather than equality of treatment. This means treating people fairly and according to their needs as some people may need to be treated differently in order to achieve an equal outcome.
Inclusive	Making sure everyone can participate, whatever their background or circumstances.
Diversity	Recognising that we are all different. Diversity is an outcome of equality and inclusion.
Cohesion	People from different backgrounds getting on well together (good community relations). There is a shared vision and sense of purpose or belonging. Diversity is valued. Relationships are strong, supportive and sustainable. Cohesion is an outcome of equality and inclusion.
Community	<p>From the school’s perspective, the term “community” has a number of meanings:</p> <ul style="list-style-type: none"> <li> <p>?</p> <p>The school community – the students we serve, their families and the school’s staff.</p> <p>The community within which the school is located – in its</p> </li> <li> <p>?</p> <p>geographical community, and the people who live and/or work in</p> </li> <li> <p>?</p> <p>that area.</p> <p>The community of Britain – all schools by definition are part of it.</p> <p>The global community – formed by European and international links.</p> </li> </ul>
Gender Dysphoria	Gender dysphoria is a recognised condition in which a person feels that there is a mismatch between their biological sex and their gender identity. Biological sex is assigned at birth, depending on the appearance of the infant. Gender identity is the gender that a person “identifies” with, or feels themselves to be.

## Equality objectives

<p><b>Describe the improvement needed</b></p> <p>The Curriculum has been designed to be reflective of Crediton and the local community. Ensuring that the curriculum is diverse and opportunities are taken across the curriculum to reflect the diversity of UK, Europe and the wider-world (both current and historic).</p>				
<p><b>Equality objective</b></p> <ul style="list-style-type: none"> <li>☐ To ensure that curriculum is diverse and that key figures are recognised and celebrated through the school (this will be further supported through whole-school assemblies. To widen the number of subjects beyond RE, PSHE and Challenge Curriculum (History/Geography) where diversity can clearly be identified within the delivery of the subject, the planning of the subject and the work produced by the children.</li> </ul>				
<p><b>Key strategies to address this</b></p> <ul style="list-style-type: none"> <li>☐ External Audit of Curriculum carried out by Governors.</li> <li>☐ Subject Leader focus and attention. Regular staff CPD timetabled into staff meeting allocation.</li> <li>☐ RE and PSHE leads to offer advice to subject leaders on the effectiveness of their approach.</li> </ul>				
Action	Who?	When?	Resources and training needs/costs	How will this be monitored? What are the success criteria?
Through the 'I am Crediton' work children are taught about the varied opportunities that being a resident of Crediton (and the surrounding area) provide. Within this, children are encouraged to recognise the diversity that is present within their own	Curriculum Lead (LS) and associated team. Hannah Down	Summer 2020	Allocation of Assembly Slots.  Timetable of Visitors.	Display board.  Regular discussion between HT and subject lead. HT attendance at meetings.  Governors reports and feedback.

community.				
To carry out an audit of the curriculum to identify how diverse the school is in its procedures and practices.	Governors – Lead (Lee Avery)	Summer 2021	Governor Time. Meeting between HT and Governor	Meeting notes. Feedback to FGB.
To carry out an audit of the curriculum to identify how diverse the curriculum currently is.	Governors – Lead (Lee Avery), with HT and Subject Leads	Spring 2022	Time with Key Subject Leads	Meeting notes. Feedback to HT and Subject Leaders. Feedback to FGB
Staff to receive regular (two-yearly) diversity/equality training from Babcock	AS, DO and lead from Babcock	Autumn 2021	Staff meeting allocation – all staff to attend.	Training logs – evidence of effectiveness in practice.
To identify opportunities, within subjects, to ensure there is diversity within the subject.	AS, Subject Leaders.	Spring 2022	Subject Leader Release Time	Curriculum intent and curriculum design of individual subjects will reflect the changes.
To ensure that the ‘Power to the People’ strand of the curriculum is diverse and recognises key figures throughout history from different religious	HF	Autumn 2021	Subject Leader Release Time	Display. Evidence in short term and long term planning. Knowledge of children
Supporting displays are established around the school which recognise these individuals and how these are built on as the children move through the school.	JT and HF	Summer 2021 – Spring 2022	Subject Leader Release Time. Assembly time allocating.	Display. Evidence in short term and long term planning. Knowledge of children

**Describe the improvement needed**

It would be good for the school to recognise and promote what it is doing to support EAL families. It would be good to meet with different groups (EAL/SEND ...) to review how accessible the school is from their perspective. What could we do as a school in order to improve this for different groups accessing our school?

How do EAL parents access newsletters?

How do we effectively communicate to EAL parents the dangers of crossing opposite the school?

How do we ensure that key messages are promoted clearly and effectively?

How do we ensure that are we schedule key events with appropriate translation to ensure that the process (e.g. parents evening) is effective for the family?

How do we measure the impact of our work?

How do we celebrate and recognise diversity within (and outside of the school)?

**Equality objective**

To improve how accessible school information is for EAL (and other protected groups) families including those families with SEND.

To seek views on how effective our current provision is and what we need to do in order to make it more effective.

**Key strategies to address this**

Coffee Mornings for EAL Families.

Invitation given to families (with translation support) where a discussion can be heard on how well the family/children are kept informed about a range of issues to do with school life.

Action	Who?	When?	Resources and training needs/costs	How will this be monitored? What are the success criteria?
<p>School to audit views of parents on how inclusive the school is in order to identify where further improvements may be necessary:</p> <p>Through whole school questionnaire.</p> <p>Through targeted questionnaire where the survey is produced in the families native language (where applicable)</p>	AS, DO and LA	Autumn 2021	Survey	<p>Analysis undertaken by HT and EAL coordinator.</p> <p>Findings shared with governors.</p> <p>Feedback provided to parents.</p>

EAL coffee mornings are co-ordinated between EAL Co-ordinator and Bi-Lingual Support Worker. These are advertised effectively to ensure that families from all backgrounds are invited.	DO/Maggie/AS	Summer 2022	Availability of a space.  Advertising material.  Time to communicate with families.	Families attend the events regularly.  The number of attendees increases  Feedback from the events are positive.
School to consider the best ways of staff developing effective communication channels with new parents.	DO/MC teachers	Autumn 2022	Staff Training	Families report through the surveys that they are benefiting from effective communication channels
School to consider the most effective means of transferring information below new class teachers.	DO/MC	Summer 2022	Staff Training	Key information is succinctly passed between classes and pupils benefit from a smooth transition between teachers.
Workshops are arranged with families (invited) to get views on how well the EAL families/children are involved in school life (key things to discuss – how do parents know what children are learning/how well do school communicate/how do parents know what is coming up in school).  Workshops, aimed at supporting learning, are also set up for families.	RD/AS/DO	Spring 2022	Invitations.  Allocation of Space.  Pens/post-its.  Cost of translator.	Good attendance.  Feedback and actions arising from the feedback.  Parents feel that the documentation is more accessible for them.
School investigates how to make printed information (letters/newsletters/parentmail more accessible for EAL families).	AS/DO/KB	Spring 2022	Possible translation costs.  Investigation into how schools get over this problem – possible visit to other schools to observe practice.	Key information (e.g. prospectus) is available in a multi-lingual format.

