



HURSTHEAD INFANT SCHOOL

EQUALITY POLICY

Reviewed:	Spring 24
Date of next review:	Spring 25

Legal Framework

1. We welcome our duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age (as appropriate), disability, ethnicity, gender (including issues of transgender, and of maternity and pregnancy), religion and belief, and sexual identity.
2. We welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.
3. We recognize 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.

Guiding Principles

4. In fulfilling the legal obligations cited above and to ensure our practise is inclusive we are guided by nine principles, all of which encompass the protected characteristics as outlined in the Equality Act 2010. The nine protected characteristics are: Race, Disability, Sex, Religion or belief, Gender, Sexual Orientation, Gender Reassignment, Pregnancy and Maternity and Age.

Principle 1: All learners are of equal value

We see all learners and potential learners, and their parents and carers, as 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
- Whatever their sexual identity

Principle 2: We recognise and respect difference

Treating people equally (Principle 1 above) does not necessarily involve treating them all the same. Our policies, procedures and activities must not discriminate but must nevertheless take account of differences of life-experience, outlook and background including the kinds of barrier and disadvantage which people may face.

Principle 3: We foster positive attitudes and relationships, and a shared sense of cohesion and wellbeing.

We intend that our policies, procedures, and activities should promote:

- Positive attitudes and an absence of harassment.

- Positive interaction, good relations and dialogue between groups and communities different from each other and an absence of prejudice-related bullying and incidents.
- Mutual respect and good relations

Principle 4: We observe good qualities practice in staff recruitment, retention and development.

We ensure that policies and procedures should benefit all employees and potential employees, for example in recruitment and promotion, and in continuing professional development.

Principle 5: We aim to reduce and remove inequalities and barriers that already exist.

In addition to avoiding or minimising possible negative impacts of our policies, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist.

Principle 6: We consult and involve widely.

We engage with a range of groups and individuals to ensure that those who are affected by a policy or activity are consulted and involved in the design of new policies, and in the review of existing ones.

Principle 7: Society as a whole should benefit.

We intend that our policies and activities should benefit society as a whole by fostering greater social cohesion and greater participation in public life.

Principle 8: We base our policies and practices on sound evidence.

We collect and analyse data to ensure all groups are progressing well and no group is subject to disadvantage.

Principle 9: Measurable objectives

The Equality Act 2010 requires schools to publish specific and measurable equality objectives.

Our equality objectives take into account national and local priorities and issues, as appropriate. They focus on agreed action and areas where we can improve equality and tackle disadvantages.

Our equality objectives are kept under regular review and are detailed on the school's website.

The curriculum

5. We keep each curriculum subject or area under review in order to ensure that teaching and learning reflect the principles set out in paragraph 4 above.

Ethos and organisation

6. We ensure the principles listed in paragraph 4 above apply to the full range of our policies and practices, including those that are concerned with:
 - Pupil's progress, attainment and achievement
 - Pupil's 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
 - Working in partnership with parents, carers and guardians
 - Working with the wider community

Addressing prejudice and prejudice-related bullying

7. The school is opposed to all forms of prejudice which stand in the way of fulfilling the legal duties referred to in paragraphs 1-3.
8. The school gives guidance on how prejudice –related incidents should be identified, assessed, recorded and dealt with.
9. We keep a record of prejudice-related incidents, and, if requested, provide a report to the local authority about the numbers, types and seriousness of prejudice-related incidents in our school and how they are dealt with.

Roles and responsibilities

10. 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.
11. A member of the governing body has a watching brief regarding the implementation of the policy.
12. The Headteacher is responsible for implementing the policy; for ensuring that staff are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination.

13. 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 in paragraph 4 above
- Support pupils in their class for whom English is an additional language
- Keep up-to-date with equalities legislation relevant to their work.

Religious observance

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

Staff development and training

15. 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

16. 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 review

17. We collect, study, and use quantitative and qualitative data relating to the implementation of this policy, and make adjustments where appropriate.
18. In particular, we collect, analyse, and use data in relation to achievement, broken down as appropriate according to disabilities and special educational needs; ethnicity, culture, language, religious affiliation, national origin and national status; and gender.