



# Glen Hills Primary School

## Equality Policy

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This policy is reviewed every year and its objectives updated every 3 years on the Equality Act Statement review document. This was agreed by the Governing Body of Glen Hills Primary School on 11<sup>th</sup> September 2023.

### STATUTORY POLICY

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#### Aims

Our school aims to meet its obligations under the Public Sector Equality Duty (PSED) by having due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it.
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it.

Children, staff, volunteers and governors at Glen Hills Primary School Academy are treated as individuals with their own abilities, difficulties, attitudes, backgrounds and experiences. At Glen Hills, we believe that all children, regardless of first language, disability, race,

gender, cultural or socio-economic background, should receive equal access to the full school curriculum.

### **Our vision and values**

At Glen Hills, we aspire for excellence for every child, no matter what their backgrounds or starting points. Our core values have been designed to encompass all stakeholders and pupils. We strive for these values to be lived out by all who work, volunteer and learn at Glen Hills Primary School.

### **Legislation and guidance**

This policy meets the requirements under the following legislation:

- [The Equality Act 2010](#), which introduced the Public Sector Equality Duty and protects people from discrimination.
- [The Equality Act 2010 \(Specific Duties\) Regulations 2011](#), which require schools to publish information to demonstrate how they are complying with the Public Sector Equality Duty and to publish equality objectives.

This policy is also based on Department for Education (DfE) guidance: [The Equality Act 2010 and schools](#).

### **Roles and Responsibilities**

#### **The governing body will:**

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, pupils and parents/carers.
- Ensure that the published equality information is updated at least every year, and that the objectives are reviewed and updated at least every 4 years.
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the Headteacher.
- Support the Headteacher and in implementing any actions necessary.

#### **The Headteacher will:**

- Promote knowledge and understanding of the equality objectives among staff and pupils.
- Monitor success in achieving the objectives and report back to governors.

#### **All school staff will:**

- Be fully aware of the Equality Policy and how it relates to them.

- Have regard to this document and work to achieve the objectives as set out in our Equality Act Statement.
- Understand that this is a whole school issue and support the Equality Policy.
- Make known any queries or training requirements.

**Our pupils will:**

- Be involved in the further development of the Policy through the PSHE curriculum and through R2R, protected characteristics and British Values work.
- Will understand how it relates to them, appropriate to age and ability.
- Be expected to act in accordance with the Policy.
- Be encouraged to actively support the Policy.

**Our parents/carers will:**

- Be given accessible opportunities to become involved in the development of the Policy through parents' survey and other engagement activities.
- Have access to the Policy on the school's website and printed on request.
- Be encouraged to actively support the Policy.
- Be encouraged to attend any relevant meetings and activities related to the Policy.
- Be informed of any incident related to this Policy which could directly affect their child.

***Eliminating Discrimination***

The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions. Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct. Staff and governors are regularly reminded of their responsibilities under the Equality Act. New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training annually.

***Advancing Equality of opportunity***

We recognise and accept our equality duties as set out in the Equality Act 2010 and have sought to involve the whole school community in the process in order to ensure better outcomes for all. We will ensure we identify opportunities for promoting our vision, the key concepts and our duties on equality legislation across all aspects of school life, including the provision of extended services. These opportunities include all or some of the following, dependent on our current priorities, which are outlined in our Equality Act Statement.

- Removing or minimising disadvantages suffered by people that are connected to a particular characteristic they have (e.g. pupils with disabilities, or gay pupils who are being subjected to homophobic bullying)
- Taking steps to meet the particular needs of people who have a particular characteristic.

- Encouraging people who have a particular characteristic to participate fully in any activities.
- The engagement, participation and involvement of a broad and diverse range of children, young people, their parents and partner agencies
- Preparing pupil for entry to school
- Reviewing school policies with equality as a focus
- The provision of school meals
- Opportunities for assessment and accreditation
- Test/ exam arrangements
- Behaviour management approaches and sanctions
- Suspension and exclusion procedures
- School clubs, activities and school trips
- The school's arrangements for working with other agencies.
- Preparation of pupils for the next phase of education
- Teaching and learning and the planned curriculum.
- Classroom organisation
- Timetabling
- Homework
- Access to school facilities
- Activities to enrich the curriculum.
- School sports
- The explicit teaching of tolerance as a British Value and R2R Character Muscles
- Employees' and staff welfare

**In fulfilling this aspect of the duty, the school will:**

- Analyse academic data to determine strengths and areas for improvement, implement actions in response and publish this information.
- Make evidence available identifying improvements for specific groups.

***Fostering Good Relations***

The school aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- Promoting friendship and an understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE, citizenship and personal, social, health and economic (PSHE) education, but also activities in other curriculum areas. For example, as part of teaching and learning in English/reading, pupils will be introduced to literature from a range of cultures.
- Holding assemblies dealing with relevant issues. We will also invite external speakers to contribute.

- Working with our local community. This includes inviting leaders of local faith groups to speak at assemblies and organising school trips and activities based around the local community.
- Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school. For example, our school council has representatives from different year groups and is made up of pupils from a range of backgrounds. All pupils are encouraged to participate in the school's activities, such as sports clubs. We also work with parents to promote knowledge and understanding of different cultures.

### ***Equality Considerations in Decision Making***

The school ensures it has due regard to equality considerations whenever significant decisions are made.

The school always considers the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, the school considers whether the trip:

- Cuts across any religious holidays.
- Is risk assessed appropriately to ensure all can access the trip/activity.
- Is accessible to pupils with disabilities.
- Has equivalent facilities for boys and girls.

### ***Equality Objectives at Glen Hills Primary School***

We undertake a review of this policy annually. We review and update our equality objectives every 3 years, which can be found in our Equality Statement Act review published on our website.

### ***Monitoring Arrangements***

- The Head teacher and Senior Management Team will update the equality information we publish at least every year, against the equality objectives.
- This policy will be reviewed annually by the governing body.
- The equality objectives will be updated every 3 years by the Headteacher.

### ***Links with other Policies***

This policy links to the following school and Trust policies. These policies can be found in the Equality Act Statement review document on the school website.