

# GLEN HILLS PRIMARY SCHOOL

## EQUALITY ACT STATEMENT

### EQUALITY DUTY – COMPLIANCE WITH SINGLE EQUALITY ACT (SEA)

#### REPORT TO GOVERNORS 2023/24

At Glen Hills Primary School, we are committed to promoting equality of opportunity, eliminating discrimination and harassment, valuing diversity and promoting positive relationships. We provide an inclusive education which enables all pupils to develop to their full potential meeting the requirements of the Equality Act 2010.

Our school aims to meet its obligations under the public sector equality duty by having due regard to the need to:

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

#### 1. How we eliminate discrimination and other conduct that is prohibited by the Act;

As a matter of course, Glen Hills' staff are reminded about the compliance and importance of the Equality Act and ensure that all work undertaken complies and promotes equality of access and participation for all.

**Below is a list of Glen Hills or SLT policies which demonstrate compliance with SEA.**

NB; ***all aspects of Equality covered*** refers to *disability, race, gender, anti-homophobic, faith, cultural*

Accessibility Policy – ***disability covered***

Administrations of Medicines Policy - ***disability covered***

Admissions' Appeal Policy - ***all aspects of Equality covered***

Asthma Policy – ***disability covered***

Attendance Policy- ***all aspects of Equality covered***

Behaviour Policy – ***all aspects of Equality covered***

Capability Policy (teaching and non-teaching staff) – ***all aspects of Equality covered***

Leave of Absence Policy- ***all aspects of Equality covered***

Charging and Remissions Policy - ***all aspects of Equality covered***

Children with Health Needs that cannot Attend School Policy – ***disability covered***

Code of Conduct – ***all aspects of Equality covered***

Complaints Policy - ***all aspects of Equality covered***

Disability Equality Scheme – ***disability covered***

Disciplinary Policy - ***all aspects of Equality covered***

Equality Policy – ***all aspects of Equality covered***

First Aid Policy – ***disability covered***

Food Safety Policy – ***disability covered***

Gender Equality Scheme – ***gender covered***

Inclusion Policy - ***all aspects of Equality covered***

Intimate Care Policy - ***all aspects of Equality covered***

Management of attendance procedures - ***all aspects of Equality covered***

Maternity, Adoption and Paternity Leave Policy- ***all aspects of Equality covered***

Menopause Guidance - ***all aspects of Equality covered***

Physical examination in first-aid guidelines – **disability covered**

Recruitment and Selection Policy (safer recruitment)- **all aspects of Equality covered**

Safeguarding Policy - **all aspects of Equality covered**

Special Educational Needs and Disability Policy – **disability covered**

Trans Equality Policy – **gender covered**

Work Experience and Volunteering Policy - **all aspects of Equality covered**

***In the following Curriculum policies, all aspects of Equality are covered unless specified;***

Anti-Bullying Policy

Behaviour Policy

Computing Policy (and e- safety Policy)

Design Technology Policy

Early Years Policy

Emotional Health and Wellbeing Policy

English Policy (and Speech and Language Policy)

Governor Visits Policy

History Policy

Geography Policy

Library Policy

Modern Foreign Languages Policy

Community Cohesion Policy

Marking Policy

Maths Policy

Monitoring and Evaluation Policy

Assessment recording and reporting Policy

Music Policy

Art Policy

P.E. Policy

Religious Education Policy

Relationships and Sex Education Policy

Homework Policy

SMSC Policy

More and Very Able Policy

Science Policy

Suspension and Exclusion Policy

**Other documents**

School Development Plan

Prospectus

SMSC overview, British Values overview, Protected Characteristics overview

Home School Agreements

Equal Opportunities Statement

**2. Advancing equality of opportunity between people who share a protected characteristic and people who do not share it;**

Our policies and procedures outlined above articulate how we remove or minimise disadvantages that could be suffered by particular groups (for example, our Anti-Bullying Policy outlines measures to approach homophobic bullying and our Charging and Remissions Policy outlines how financially-disadvantaged families can be assisted with payments etc.).

Below are the Gender, Race, Anti-Homophobic/Transphobic/Biphobic Equality and Disability Schedules for targeted work / Equality Objectives throughout Glen Hills Primary School;

## Race Equality;

Action	By whom	By when	Expected Outcomes
Continuation of tracking of ethnic minority groups in all aspects of their achievement, attendance and extra-curricular participation.	HT, PSHE/RSE leader	Ongoing	Ensure provision and achievement for all groups is at expected or beyond standard.  Ensure Attendance of ethnic minority groups is monitored and is equal to or above whole school percentage.
Continue to use Routes To Resilience (R2R), assemblies, British Value work and PSHE to reinforce school ethos of equality, tolerance and understanding of all people (2020 scheme Cambridgeshire adapted)	All staff PSHE/RSE Leader	Monthly	Ensure children continue to develop their levels of tolerance and understanding of all cultures and races to reduce discrimination.  Ensure children have a good understanding of British Values and their links to tolerance and respect etc.  R2R links continue to ensure equality of opportunity of explored for all pupils.
Continue to use R.E. topics, including Judaism, Sikhism, Islam, Christianity and Hinduism to further develop understanding and respect for all religions	All staff Monitored by R.E. Leader in scrutiny of work / Pupil Voice interviews	Ongoing  Annual scrutiny and PV	Ensure children continue to develop their understanding of all cultures and religions
Continue to develop links with schools from different countries / cultures and with the local community.	All staff Community cohesion Leader	Ongoing	Ensure children continue to develop their understanding of all cultures and religions.  Ensure SMSC mapping across all subjects.  Ensure children continue to take part in community events (Charity Day, Birch Court, Fete, Carol Service etc.).
Continue to monitor all racist incidents and to report any incidents to the LA and governing body as necessary	SMT All Staff CoG	As required  Termly report to Governing Body	Continued good levels of racial tolerance and understanding.  Clear recording of incidents within school and actions as needed.
To conduct Pupil Voice interviews relating to cultural awareness	R.E., PSHE and Community cohesion Leader	As required	To continue to monitor the level of cultural awareness and to consult on decisions to promote equality and eliminate discrimination.  Review cultural awareness using information collected from Pupil Voice (e.g. British Values and R.E. Pupil Voice).

			Staff receive Diversity and Tolerance training to ensure cultural and diversity awareness within staff is confident.
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### Gender Equality;

Action	By whom	By when	Expected Outcomes
Continuation of tracking all genders in all aspects of their achievement and attendance	HT, PSHE/RSE Leader	Ongoing	Ensure provision and achievement for all groups is at expected or beyond standards.  Ensure attendance of all genders are monitored and Glen Hills strive for attendance to be at expected of beyond standards.
Continue to use RSE, PSHE and R2R/BV education to reinforce school ethos of equality, tolerance and understanding of all people	All staff	Ongoing	Ensure children continue to develop their levels of tolerance and understanding of all cultures and races.
Continue to ensure subjects which are traditionally 'boy' or 'girl' related (e.g. aspects of PE) are equally accessible and promoted to all genders  Continue to monitor extra-curriculum participation is representative of all genders.	Monitored by all staff – specifics include having a girls football team and ensuring all genders are involved in teams such as netball etc.	Ongoing	Ensure all genders have equal access and promotion to all areas of the curriculum and extended curriculum.
Continue to monitor all sexist incidents and report any incidents to the governing body as necessary.	All staff	Ongoing  Termly reports to governing body	Continued excellent levels of gender tolerance and understanding.

### Anti-Homophobic/Transphobic/Biphobia Equality;

Action	By whom	By when	Expected Outcomes
Continue to use RSE, R2R and PSHE to reinforce school ethos of equality, tolerance and understanding of people.	SLT Subject Leaders	On going	Ensure children continue to develop their levels of tolerance and understanding of all people.

Continue to monitor all Homophobic/Transphobic/Biphobia incidents and report any incidents to the governing body as necessary.	SLT CoG Governing body	Termly or as required	Continued excellent levels of tolerance and understanding.
Continue to be aware of any pupils who wish to discuss, explore or change their sexual orientation. Any such discussions or outcomes to be approached with care, support and sensitivity and to ensure, if relevant, that any peers or the pupils are similarly sensitive and supportive.	SLT Teaching staff	As required	Ensure children continue to experience an environment where they are comfortable with their sexuality and peers are similarly supportive and tolerant of others.

### Disability Equality;

Action	By whom	By when	Expected Outcomes
Continuation of tracking all abilities including various groups of SEND children, in all aspects of their achievement and attendance	Headteacher (HT) and SEND leader	2 weekly attendance tracking  Termly attainment	Ensure provision and achievement for all groups is at expected or beyond standard. Ensure attendance of all SEND children is monitored and is at least at expected levels.
Continue to use Routes to Resilience, RSE and PSHE to reinforce school ethos of equality, tolerance and understanding of all people	All staff	Ongoing	Ensure children continue to develop their levels of tolerance and understanding of all cultures and races.
Continue to ensure subjects (e.g. aspects of PE) are equally accessible and promoted to all regardless of any disabilities  Continue to monitor extra-curriculum participation is representative of all abilities.	Monitored by all staff Provision for SEND children within PE supported by PE Leader	Ongoing	Ensure all abilities have equal access and promotion to all areas of the curriculum and extended curriculum.  SEND children and children of all abilities given equal access to all areas of the curriculum and extended curriculum (e.g. clubs such as 'sportsability' competition).
Continue to monitor all incidents relating to persecution and report any incidents to the LA and governing body as necessary.	All staff CoG	Ongoing-	Continued excellent levels of disability inclusion awareness
Continue to ensure persons with any disability are portrayed in a positive light throughout the school	HT / All Staff	Ongoing	Displays, books, school resources, assemblies and work in school portray persons with disabilities in a positive light

Continue to ensure that access to every physical area of the school is appropriate for all persons regardless of any disability and this is put into place as part of admission arrangements and is reviewed and improved as appropriate.	HT / Governing Body Site Manager SBM	Ongoing	Health and Safety governor annual inspection / regular H & S audits/ School survey
To ascertain views of those pupils / staff who have disabilities to ensure that consultation and actions (if required) are taken.	HT/ relevant staff	Ongoing	Ensure any persons with a disability recognise they have the right to state any issues they may have and indeed witness that the Headteacher, Senior Member ship Team, Governing Body will act upon any issues to best resolve them. Include SEND children in Pupil Voice.

As is highlighted above, our data tracking and target setting ensures that all 'groups' (e.g. gender, Free-School Meals (FSM), race etc.) are examined as a matter of course. Any discrepancies are highlighted and appropriate measures are put into place to minimise and/or improve the academic achievement of any 'group'.

### **3. Fostering good relations across all characteristics - between people who share a protected characteristic and people who do not share it;**

As highlighted in the schedules above, and particularly within curriculum policies, our thorough work in promoting tolerance, respect and understanding of those people with disabilities, those with differing cultures etc. is effective in fostering good relationships.

Our work with neighbouring schools, multi-faith approaches, PSHE/RSE work and links with schools from other cultures and countries provides the pupils with experiences to help them develop these relationships.