**Clover Hill Primary School Equality Policy**

**Mission Statement**

Ensuring every member of our school community is inspired to fulfil their potential and is prepared effectively for their future.

**Aims of this Policy**

This Equality Policy brings together all previous policies, schemes and action plans around equality including those that we had previously for **Race, Gender and Disability**. It includes all the protected characteristics covered under the Equality Act 2010 as well as other aspects which have the potential to discriminate against any individuals within our community. We are fully committed to the development of cohesive communities both within our school’s physical boundaries as well as those further afield in the local, national and global environments. Our school embraces the aim of working together with others to improve children’s educational and wellbeing outcomes, and notes the rights set out in the United Nation Convention on the Rights of the Child.

The purpose of this Policy is to set out how our policies and practices have due regard to the need to:

• eliminate discrimination, harassment and victimisation.

• advance equality of opportunity.

• foster good relations between different groups.

It explains how we listen to and involve pupils, staff, governors, parents/carers and the community in achieving better outcomes for our children and young people.

At Clover Hill, we are committed to promoting a rights respecting ethos in all aspects of school life and the best interests of the child is at the heart of our policy and practice. We recognise that children have the right to say what they think about matters affecting them and to have their views taken seriously and we encourage them to play an active role in their own learning and to speak out and act for the rights of all to be respected locally and globally.

**Our Commitment to the Equality Act 2010 and the Public Sector Equality Duty**

**(PSED)**

The Equality Act 2010 introduced a single Public Sector Equality Duty (PSED) (sometimes also referred to as the ‘general duty’) that applies to public bodies, including maintained schools and Academies. This combined equality duty came into effect in April 2011. It has three main aims. In carrying out their functions, public bodies are required to have due regard to the need to:

• Eliminate discrimination and other conduct that is prohibited by the Act,

• 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.

At Clover Hill we are fully committed to these key principles as they are representative of our mission to foster warm, welcoming, and respectful environments, which allow us to challenge discrimination and inequality, resolve conflicts peacefully and work and learn free from harassment, marginalisation and violence.

We recognise that there are similarities and differences between individuals and groups, but we strive to ensure that our differences do not become barriers to participation, access, and learning. We are committed to creating inclusive processes and practices, where the varying needs of individuals and groups are identified and met. We recognise, therefore, that we cannot achieve equality for all by always treating everyone the same.

We will build on our similarities and seek enrichment from our differences and so promote understanding and learning between and towards others to create cohesive communities. We appreciate the richness within our differences and look for ways of celebrating and understanding them better. Likewise, identifying commonality and shared values, aspirations and needs underpinning our approach to equality is central to our approach. We value our fundamental similarities and universality.

We are committed to ensuring equality of opportunity for all pupils, staff, parents and carers irrespective of race, gender, disability, belief, sexual orientation, age or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life. We remain committed to develop our understanding of the inequality that sometimes exists in societies and explore ways of individually and collectively promoting a more equitable world.

**Equality in our Curriculum Provision**

Through our curriculum provision, we ensure that pupils understand the importance of embracing diversity and respecting difference. We seek to support our pupils in this vital aspect of their personal development through regular and relevant learning opportunities within our curriculum, including via the following means:

• Ensuring equality of access to opportunities for all pupils, preparing them for the diversity of life in modern Britain and more widely.

• Routinely using resources that accurately reflect the diversity and multi-culturalism of today’s global societies and ensuring that such resources are without prejudice or discrimination.

• Actively promoting values and attitudes that vehemently challenge any discriminatory behaviour, intolerance, or prejudice.

**Our Duties with due regard to Equality**

We ensure we identify opportunities for promoting our vision our values and our duties on equality legislation across all aspects of school life, including the provision of extended services.

These opportunities are likely to include all or some of the following, dependent on our current priorities.

• the engagement, participation and involvement of a broad and diverse range of children, their parents and partner agencies.

• admission procedures to our school

• school policies

• breaks and lunchtimes

• the provision of school meals

• interaction with peers

• opportunities for assessment and accreditation

• behaviour management approach and sanctions

• school clubs, activities, and school trips

• the school's arrangements for working with other agencies

• preparation of pupils for the next phase of education

• learning and teaching and the planned curriculum

• classroom organisation

• timetabling

• grouping of pupils

• homework

• activities to enrich the curriculum, for example, a visitor to the school or school visits

• participation in school sports (including swimming)

• employees’ and staff welfare

**The roles and responsibilities within our school community**

**The Head Teacher will:**

• ensure that governors, staff, parents/carers, pupils and visitors and contractors are engaged in the development of and informed about the Equality Policy.

• oversee the effective implementation of the policy.

• ensure staff have access to training which helps to implement the policy.

• develop partnerships with external agencies regarding the policy so that the school’s actions are in line with the best advice available.

• monitor the policy and report to the Governing Body at least annually on the effectiveness of the policy and publish this information.

• ensure that the Senior Leadership team is kept up to date with any development affecting the policy or actions arising from it.

**Members of our Governing Body will:**

• support the Head Teacher in implementing any actions necessary.

• engage with parents and partner agencies about the policy.

• evaluate and review the policy annually and the objectives every 4 years.

**The Senior Leadership Team will:**

• have responsibility for supporting other staff in implementing the Equality Policy.

• provide a lead in the dissemination of information relating to the policy.

• with the Head Teacher, provide advice/support in dealing with any incidents/issues.

• assist in implementing reviews of this policy as detailed in the SIP.

**Our pupils will:**

• be involved in the development of the Equality Policy and 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:**

• have access to the policy through a range of different formats appropriate to their requirements.

• be encouraged to actively support the policy.

• be informed of any incident related to this policy which could directly affect their child.

**Our school staff will:**

• be involved in the development of the Equality Policy.

• be fully aware of the policy and how it relates to them.

• understand that this is a whole school issue and support the policy.

• identify any queries or training requirements.

We comply fully with legislation which protects our staff (including teachers, teaching assistants and support staff) from discrimination. With regard to disability, we make such reasonable adjustments as are necessary to prevent a disabled person being at a substantial disadvantage in comparison with people who are without disability.

This includes discrimination in relation to recruitment, terms and conditions, promotions, transfers, dismissals, training and employment practices and disciplinary procedures. We make efforts to ensure that the diversity of our workforce reflects that of our local community and wider society. In accordance with the Equality Act we do not enquire about the health of an applicant until a job offer has been made or require job applicants to complete a health questionnaire as part of the application procedure.

We will ensure the safety and well-being of our staff and take seriously and act on incidents of harassment and discrimination recognising that our staff may be either victims or perpetrators.

We interpret our duties positively; take the necessary actions to remove barriers to inclusion and work hard to ensure a safe, positive and inclusive environment.

We have disabled access to the school building; a disabled parking bay; a disabled toilet and an accessible signing- in table in our reception area

Our staff team have undertaken training to help them understand their equality duties/and or the differing needs of protected groups within our school community.

**Responding to hate or prejudice-based incidents and bullying**

We recognise that hate incidents or prejudice –based bullying behaviour is driven by negative assumptions, stereotypes or misinformation. These are then directed against an individual or group, based on difference (real or perceived), and linked to, for example, racism, homophobia, negative views of disabled people or sexism. We take action to prevent, challenge and eliminate any such behaviour.

Through our school ethos and curriculum, we want our pupils to fully embrace the diversity that exists in society. We provide opportunities for them to explore the subtleties and complexities of different cultures and beliefs that exist in society today in order ensure they emerge as tolerant individuals, respectful of all groups.

We record all hate incidents and prejudice-based bullying. We use this information to identify trends and patterns, so that we have approaches in place to provide appropriate responses in terms of support for those affected and their families. This includes sanctions and support for perpetrators and their families and education for our pupils.

**Implementation, monitoring and reviewing**

Implementation, monitoring and review are the responsibility of our Senior Leadership Team and our governors.

The Head Teacher will report annually on the policy and analyse whether our policy and related objectives have furthered the aims of the general equality duty and in particular educational outcomes for all within our school community with reference to the protected groups.

**Equality Objectives**

We have set ourselves specific and measurable objectives that will help us achieve the aims of the general equality duty. These will be monitored regularly and renewed every 4 years.

**Our current objectives are as follows:**

• To ensure the academic and personal success of *every* pupil, *including those from protected groups* as set out in the Equality Act 2010, to fulfil their potential and enjoy equal opportunities.

• To educate and nurture pupils’ spiritual, moral, social, cultural and personal development across the curriculum with particular reference to issues of equality and diversity, thereby preparing them well to take their place in society in modern Britain.

• To review levels of pupil engagement in extra-curricular learning, across all activities, to ensure equity and fairness in access and opportunity.

**2021**

**Linked policies:**

Anti-bullying Policy

Special Educational Needs Policy

Safeguarding & Child Protection Policy

All curriculum policies