

# Harrow Lodge Primary School



## EQUALITIES POLICY

**DUE FOR REVIEW:**

**Spring 2024**

**RESPONSIBLE PERSON(S)**

**MRS L SEARLE**

**SIGNED BY CHAIR OF GOVERNORS**

A handwritten signature in black ink, appearing to read 'L. Searle', is written over a horizontal line.

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### **1. Aims**

Our school aims to meet its obligations under the public sector equality duty 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

### **2. Legislation and guidance**

This document 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 document is also based on Department for Education (DfE) guidance:

The Equality Act 2010 and schools.

This document also complies with our funding agreement and articles of association.  
Single Equalities Policy – Spring 2022

### **3. Roles and responsibilities**

#### **The governing board 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, and that they are reviewed and updated at least once every four years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the head Teacher

#### **The head Teacher will:**

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

#### **The designated member of staff for equality is the SENDCo who will:**

- Support the head teacher in promoting knowledge and understanding of the equality objectives amongst staff and pupils
- Support the head teacher in identifying any staff training needs, and deliver training as necessary

All school staff are expected to have regard to this document and to work to achieve the objectives as set out in section 8.

### **4. 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, for example during meetings. Where this has been discussed during a meeting it is recorded in the meeting minutes.
- New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training every September.

### **5. Advancing equality of opportunity**

As set out in the DfE guidance on the Equality Act, the school aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people which 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 (e.g. enabling Muslim pupils to pray at prescribed times)
- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all pupils to be involved in the full range of school societies)

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

- Publish attainment data each academic year showing how pupils with different characteristics are performing
- Analyse the above data to determine strengths and areas for improvement, implement actions in response and publish this information
- Make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying)
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils

## **6. 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 tolerance, friendship and 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. Pupils will be encouraged to take a lead in such assemblies and 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 formed 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

- We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach.

## **7. 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 accessible to pupils with disabilities
- Has equivalent facilities for boys and girls

## **8. Equality objectives**

**Objective 1: Ensure that children from all protected groups have equal access to the full range of opportunities offered by the school.**

To achieve this objective we ensure that:

- All lessons and resources are differentiated to overcome barriers to learning.
- Close monitoring of attainment and progress of all protected groups across the school is carried out. Where significant gaps emerge, interventions are put in place to narrow the gap.
- Groups that are underrepresented attending clubs, extra-curricular activities are identified.
- Protected groups are invited to attend clubs, extra-curricular activities and take part in school trips.
- Close monitoring of children attending clubs and extracurricular activities is carried out.

**Objective 2: Provide opportunities for the school and wider community to learn about and celebrate cultural and religious differences.**

To achieve this objective we:

- Celebrate cultural/religious events throughout the year to increase pupil awareness and understanding of different communities e.g. Diwali, Chinese New Year
- Invite visitors from a range of religions to talk to children in RE/assembly
- Focus assemblies on particular events

- Visit places of worship that serve our communities
- Promote diversity in the school environment
- Ensure that displays in classrooms and corridors promote diversity in terms of race, gender, ethnicity, religion and disability.

**Objective 3: Train all members of staff and governors involved in recruitment and selection on equal opportunities and non-discrimination by the beginning of the next academic year. Training evaluation data will show that 100% of those attending have a good understanding of the legal requirements.**

To achieve this objective we plan to:

- Enrol all staff involved in recruitment on an equalities training course
- Enrol all Governors involved in recruitment on an equalities training course.

## **9. Monitoring arrangements**

The head teacher will update the equality information we publish, described in sections 4-7 above, at least every year.

This document will be reviewed by the head teacher at least every 4 years.

This document will be approved by the head teacher.

## **10. Links with other policies**

This document links to the following policies/documents:

- Accessibility plan
- Equalities statement