



Equalities Policy

November 2021

Holly Primary School

Equalities Policy

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, religion and sexual identity.
2. We welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.
3. We recognise 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, we are guided by nine principles:

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, and in the kinds of barrier and disadvantage which people may face, in relation to:

- disability, so that reasonable adjustments are made
- ethnicity, so that different cultural backgrounds and experiences of prejudice are recognised
- gender, so that the different needs and experiences of girls and boys, and women and men, are recognised
- religion, belief or faith background
- Sexual identity

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

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

- positive attitudes towards disabled people, good relations between disabled and non-disabled people, and an absence of harassment of disabled people
- positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, religious affiliation, national origin or national status, and an absence of prejudice-related bullying and incidents
- mutual respect and good relations between boys and girls, and women and men, and an absence of sexual and homophobic harassment

Principle 4: We observe good equalities 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:

- whether or not they are disabled
- whatever their ethnicity, culture, religious affiliation, national origin or national status
- whatever their gender and sexual identity, and with full respect for legal rights relating to pregnancy and maternity

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 between:

- disabled and non-disabled people
- people of different ethnic, cultural and religious backgrounds
- girls and boys, women and men

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. We consult and involve, where appropriate, available and interested:

- disabled people as well as non-disabled
- people from a range of ethnic, cultural and religious backgrounds
- both women and men, and girls and boys.
- gay people as well as straight

Principle 7: Society as a whole should benefit

We intend that our policies and activities should benefit society as a whole, both locally and nationally, by fostering greater social cohesion, and greater participation in public life of:

- disabled people as well as non-disabled
- people of a wide range of ethnic, cultural and religious backgrounds
- both women and men, girls and boys

- gay people as well as straight

Principle 8: We base our practices on sound evidence

We maintain and publish quantitative and qualitative information about our progress towards greater equality in relation to:

- disability
- ethnicity, religion and culture
- gender

Principle 9: Objectives

We formulate and publish specific and measurable objectives, based on the evidence we have collected and published (principle 8) and the engagement in which we have been involved (principle 7), in relation to:

- disability
- ethnicity, religion and culture
- gender

5. We recognise that the actions resulting from a policy statement such as this are what make a difference.

6. We keep our equality objectives under review and report annually on progress towards achieving them.

The curriculum

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

Ethos and organisation

8. 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:

- pupils' progress, attainment and achievement
- pupils' 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

9. 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:

- prejudices around disability and special educational needs
- prejudices around racism and xenophobia, including those that are directed towards religious groups and communities, for example anti-Semitism and Islamophobia, and those that are directed against Travellers, migrants, refugees and people seeking asylum
- prejudices reflecting sexism and homophobia

10. There is guidance in the staff handbook on how prejudice-related incidents should be identified, assessed, recorded and dealt with.

12. We take seriously our obligation to report regularly to the local authority about the numbers, types and seriousness of prejudice-related incidents at our school and how they are dealt with.

Roles and responsibilities

13. 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.

14. A member of the governing body has a watching brief regarding the implementation of this policy.

15. The headteacher (Duncan White) is responsible for implementing the policy; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination.

16. The senior leadership team has day-to-day responsibility for co-ordinating implementation of the policy whilst all staff are expected to adhere to its contents.

17. 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 supporting pupils in their class for whom English is an additional language
- keep up-to-date with equalities legislation relevant to their work.

Information and resources

18. We ensure that the content of this policy is known to all staff and governors and, as appropriate, to all pupils and their parents and carers.

19. All staff and governors have access to a selection of resources which discuss and explain concepts of equality, diversity and community cohesion in appropriate detail.

Religious observance

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

Staff development and training

21. 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

22. 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 evaluation

23. We collect, study and use quantitative and qualitative data relating to the implementation of this policy, and make adjustments as appropriate.

24. 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.

Holly Primary GENDER EQUALITY SCHEME Objective	Action	By Whom
Ensure all students achieve to their full potential	Monitor the performance of male and female students, using self-evaluation data, to ensure that appropriate intervention plans are introduced to address any underperformance	Lead Teachers
Ensure that all students have an accessible and engaging curriculum experience.	Using Student Voice and questionnaires, ensure that no groups of students report disengagement through lack of appropriate provision	SLT
Encourage more girls to participate in out-of-hours sporting activities	Staff to identify appropriate activities and signpost to local provision or develop in-house opportunities	PE Leader
Monitor recruitment in gender stereotypical subjects	Embed systems to monitor application and recruitment data	HT Governing Body

Race Equality Policy

Introduction

The mission statement of our school talks of valuing the individuality of all our children. We are committed to giving all our children every opportunity to achieve the highest of standards. Within this ethos of achievement, we do not tolerate bullying and harassment of any kind. This policy helps to ensure that we promote the individuality of all our students irrespective of ethnicity, attainment, age, disability, gender or background. We aim to reflect the multiethnic nature of our society and ensure that the education we offer fosters positive attitudes to all people and to eliminate racial discrimination.

“A racist incident is any incident which is perceived to be racist by the victim or any other person”

Our School Community is not a multi-cultural community. However our children are growing up in a wider multicultural and multiracial society where they are subject to various attitudes towards minority groups, and also certain images of these groups portrayed by the media. Racial prejudice and hostility exists as much, or more, in the ‘all-white’ parts of Britain as in the multiracial areas.

Holly Primary stands against racism and all forms of discrimination on the grounds of ethnic origin, religion, gender or disability.

This policy reflects the general and specific duties on colleges as detailed in The Race Relations Act 1976 and as amended by The Race Relations (Amendment) Act 2000. This policy must be read in conjunction with other related college policies – Anti-bullying, Equal Opportunities, Special Educational Needs and the Equality and Diversity Statement.

Aims and Objectives

To promote justice, equality of opportunity and fair treatment for all and thereby allow all students, irrespective of their ethnic origin, to achieve the level of success and self-respect which they deserve, whilst retaining their cultural identity.

To instil in all children an awareness of racism and to establish an environment where school becomes effective in reducing prejudice and raising self-esteem.

To prepare children for living in a complex multicultural society.

To promote an understanding of a variety of cultures, valuing the positive contribution these make to the community, e.g. students should understand the differences in dress, hairstyles and diet. Parents can be fully involved themselves in cooking foods, from a variety of cultures, for children to taste.

To provide a safe and welcoming place for all of its members.

To provide an environment where racist assumptions, attitudes and behaviour are continually challenged.

To provide a curriculum which emphasises the positive aspects of all cultures and to give children the confidence that racism can and must be eradicated.

To support the Local Authority in its multicultural and antiracist policies, and to take the appropriate action to deal with any form of racism within the school.

To recognise in our teaching the contributions to the development of Science, Technology and the Arts which have been made by different cultures.

To adopt the view that cultural diversity is a positive advantage. Children's own experiences of festivals, food, dress etc. may be shared.

To contribute towards imparting a sense of citizenship in the students.

To challenge stereotypical views of society by careful use of language and resources.

To prevent violent extremism thus reducing harm to innocent people in the name of ideology which promotes division, hatred and violence.

Teaching and Learning Style

We aim to provide all our children with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, teaching and learning will:

ensure equality of access for all students and prepare them for life in a diverse society;

- use materials that reflect a range of cultural backgrounds, without stereotyping;
- promote attitudes and values that will challenge racist behaviour;
- provide opportunities for students to appreciate their own culture and celebrate the diversity of other cultures;
- seek to involve all parents in supporting their child's education;
- provide educational visits and extra-curricular activities that reflect all student groupings;
- take account of the performance of all students when planning for future learning and setting challenging targets;
- make best use of all available resources to support the learning of all groups of students

We will choose and use resources which:

- portray a world view as seen from different cultural perspectives and thereby communicate how it feels to be of another ethnic or cultural group.
- are factually accurate and use up-to-date text, illustrations and maps.
- show the achievements and attributes of different societies, both past and present, e.g. Chinese and Islamic science, African civilisations before colonisation and the benefit of the extended family system.
- show children of different ethnic groups involved in the activities described, e.g. physics, design, music and mathematics.
- positively and realistically portray children from a variety of ethnic and cultural groups and class backgrounds.
- show ethnic minority characters not having to justify their blackness by being exceptionally virtuous or brave etc.
- have illustrations that avoid caricature.
- accurately reflect the population of Britain today.
- use a range of folk tales from different oral or cultural traditions.
- Subject leaders will monitor Schemes of Work in the light of this policy with respect to content, methodology, aims and resources.

Action to be taken when Racist Behaviour is suspected or reported

If racism is suspected we talk to the suspected victim, the suspected racist and any witnesses. We will offer help, support and counselling as is appropriate to both victims and the racists:

We support the victims in the following ways:

- By offering them an immediate opportunity to talk about the experience with their class teacher, or another teacher if they choose.
- Informing the victim's parents/guardians.
- By offering continuing support when they feel they need it.
- Use peer mediation service if appropriate.

By implementation

- We support the racist in the following ways:
- By talking about what happened, to discover why they became involved.
- Informing the parents/carers.
- By continuing to work with the racists in order to get rid of prejudiced attitudes as far as possible.
- By imposing a sanction.

All racist incidents will be reported within the Headteacher Report to Governors

Children will:

- Give dignity and respect to others
- Report any incidents of racist behaviour to a member of staff

Parents/Carers will:

- Report concerns to the appropriate adult in school
- Support strategies put in place by Holly Primary

All staff will:

- Treat all reported incidents seriously.
- Report incidents to the appropriate adult
- Implement any strategies put in place to prevent further incidents
- Use the curriculum to raise awareness of the negative effect of racist behaviour and bullying
- Co-ordinate strategies to prevent all forms of bullying.
- Investigate allegations.
- Support victims, both immediately and by offering longer term solutions
- Develop and deliver behaviour modification programmes for students displaying racist behaviour.
- Liaise with outside agencies as appropriate.

SLT will:

- Support staff dealing with racist incidents
- Be directly involved in fostering positive relationships in school and the wider community.
- Analyse children's progress and attainment data to ensure strategies are put in place to address underperformance of any identifiable group of students.

- Take action with regard to persistent offenders
- Oversee liaison with outside agencies
- Monitor recruitment processes to ensure there is fair access to employment for all.
- Ensure that the Race Equality is regularly monitored, evaluated, reviewed and discussed with College Council.

Governors will:

- Monitor the incidents of bullying.
- Continue to support the Race Equality Policy and the Equality Statement.