



Equalities Policy

Date	Review Date	Coordinator	Nominated Governor
Nov 2020	Nov 2024	Mr J Reeve-Hayes	Equalities Team

Statement/Principles

The policy outlines the commitment of the staff and Governors to promote equality and to fulfil our responsibilities under the Equalities Duty. This involves tackling the barriers which could lead to unequal outcomes so that there is equality of access and the diversity within the school community is celebrated and valued.

We believe that equality at our school should permeate all aspects of school life and is the responsibility of every member of the school and wider community. Every member of the school community should feel safe, secure, valued and of equal worth.

At Hillcrest Primary School, equality is a key principle for treating all people the same irrespective of their gender, ethnicity, disability, religious beliefs/faith tradition, sexual orientation, age or any other of the protected characteristics (Equality Act 2010).

This enables us to:

1. Remove or minimise disadvantages
2. Take steps to meet different needs
3. Encourage participation when it is disproportionately low

Policy Commitments

Promoting Equality: The ethos and culture of the school

- At Hillcrest Primary School, we focus attention on ensuring that all pupils and staff, particularly those with protected characteristics (as defined by the Equality Act 2010), feel valued and confident to reach their full potential;
- We are aware that those involved in the leadership of the school community are instrumental in demonstrating mutual respect between all members of the school community;
- We strive to achieve a feeling of openness and tolerance which welcomes everyone to the school;
- The children are encouraged to greet visitors to the school with friendliness and respect;
- The displays around the school reflect diversity across all aspects of equality and are frequently monitored;



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- Reasonable adjustments will be made to ensure access for pupils, staff and visitors (including parents) with disabilities (this not only includes physical access, but takes account wider access to school information and activities);
- Provision is made to cater for the cultural, moral and spiritual needs of all children through planning of assemblies, classroom based and off-site activities;
- Pupils' views are actively encouraged and respected. Pupils are given an effective Pupil Voice through: the School Council, Pupil Attitudes to Self and School (PASS) surveys and there are regular opportunities to engage with pupils about their learning and the life of the school (Worry Box, pupil organised events/clubs);
- Positive role models are used throughout the school to ensure that different groups of pupils feel welcomed and included.

Promoting Equality: Staff Recruitment and Professional Development

- All posts are advertised formally and open to the widest pool of applicants;
- All those involved in recruitment and selection are trained and aware of what they should do avoid discrimination to ensure equality of opportunity.
- Access to opportunities for professional development is monitored on equality grounds;
- Employment policy and procedures are reviewed regularly to check conformity with legislation and the impact of policies are kept under regular review.
- Staff members receive training at staff meetings and outside workshops.
- Staff members have a duty to teach equality.
- Appraisals include a performance objective to ensure fair provision.

Promoting Equality: Partnerships with Parents/Carers and the Wider Community

Hillcrest Primary School aims to work in partnership with parents/carers. We:

- Send parents and carers Safeguarding questionnaires to gain their views and those of their children;
- Take action to ensure all parents/carers are encouraged to participate in the life of the school;
- Maintain good channels of communication, e.g. through parent forums, to ensure parents' views are captured to inform practice; Home School Communication books to encourage open communication, along with email exchanges between teachers and parents/carers; learning with parents encourages adults into their child's class to learn alongside them;
- Encourage members of the local community to join in school activities and celebrations;
- Ensure that the parents/carers of newly arrived pupils are welcomed to the Hillcrest family regardless of whether they share a protected characteristic or not.

Promoting Equality: Countering and Challenging Harassment and Bullying



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- The school counters and challenges all types of discriminatory behaviour and this is made clear to staff, pupils, parents and governors;
- The school has a clear, agreed procedure for dealing with prejudice related bullying incidents and SLT staff are responsible for recording and monitoring incidents – see Anti-Bullying Policy for more details;
- The school reports to Governors on an annual basis the number of prejudice related incidents recorded in the school by way of the Safeguarding Report;
- Any specific incidents are reported to parents/carers and the Local Authority.

Promoting Equality: Curriculum

We aim to provide all our pupils with the opportunity to excel. To achieve this we will ensure:

- Curriculum planning reflects a commitment to equality- more detail is shown on the schemes of work;
- The curriculum prepares pupils for life in a diverse society and uses opportunities to reflect the background and experience of pupils and families in the school;
- There will be opportunities in the curriculum to explore concepts and issues related to identity and equality, through a rigorously adapted Sex and Relationships Education programme;
- The promotion of attitudes and values that celebrate and respect diversity and challenge discriminatory behaviour and language wherever it occurs;
- British Values are at the core of our school values and are taught through the curriculum and dedicated assemblies;
- The use of images and materials which positively reflect a range of cultures, identities and lifestyles.

Promoting Equality: Achievement

There is a consistently high expectation of all pupils regardless of age, gender, ethnicity, ability, social background and sexual orientation. To secure the best possible outcomes we recognise that:

- Adults in the school will be expected to provide good, positive role models in their approach to all issues relating to equality of opportunity as set out in our Code of Conduct;
- It is important to identify the particular needs of individuals and groups within the school and to use targeted interventions to narrow gaps in achievement – the SENDCo has specific responsibility for overseeing this and its effectiveness in diminishing the difference between the achievement of specific groups;
- A range of teaching methods is used throughout the school to ensure that effective learning takes place at all stages for all pupils – Joint Professional Development involves peers observing each other teach and developing practise;



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- All pupils are actively encouraged to engage fully pupils in their own learning – Purple Polishing pens enable pupils to actively engage in teacher’s marking and make meaningful progress as a result.

Responsibility for the Policy

In our school, all members of the school community have a responsibility for promoting equalities.

The Governing Body has responsibility for ensuring that:

- The school complies with all equalities legislation (including the Public Sector Equality Duty and the DfE Equality Act 2010) relevant to the school community;
- The school’s equalities policy is maintained and updated regularly; and that equality schemes are easily identifiable (these may be included within the School Improvement Plan, the school’s Accessibility Plan or may be stand alone documents);
- The actions, procedures and strategies related to the policy are implemented;
- The designated Equalities Team will have an overview, on behalf of the governing body, on all prejudice related incidents or incidents which are a breach of this policy and ensure that appropriate action is taken in relation to these incidents.

The Headteacher and Senior Leadership team has responsibility for:

- In partnership with the Governing body, providing leadership and vision in respect of equality;
- Overseeing the implementation of the equality policy and schemes;
- Co-ordinating the activities related to equality and evaluating impact;
- Ensuring that all who enter the school are aware of, and comply with, the equalities policy;
- Ensuring that staff are aware of their responsibilities and are given relevant training and support;
- Taking appropriate action in response to any prejudice-related incidents.

All school staff have responsibility for:

- The implementation of the school’s equalities policy and schemes;
- Dealing with incidents of discrimination and knowing how to identify and challenge bias and stereotyping;
- Ensuring they do not discriminate on grounds of ethnicity and culture, disability, sexual orientation or other groups vulnerable to discrimination.
- Keeping up to date with equalities legislation.



Monitoring and Review

The staff member responsible for co-coordinating the monitoring and evaluation is Mr John Reeve-Hayes. He will be responsible for:

- Providing updates on equalities legislation and the school’s responsibilities in this regard;
- Working closely with the governor Equality Team who are responsible for this area;
- Supporting positively the evaluation activities that monitor the impact and success of the policy on pupils from different groups, e.g. SEN, Children in Care, Minority Ethnic including Traveler and EAL pupils and Free School Meals, in the following recommended areas:
 - Pupils’ progress and attainment
 - Learning and teaching
 - Behaviour discipline and exclusions
 - Attendance
 - Admissions
 - Incidents of prejudice related bullying and all forms of bullying
 - Parental involvement
 - Participation in extra-curricular and extended school activities
 - Staff recruitment and retention
 - Visits and visitors

Headteacher:		Date:	
Chair of Governing Body:		Date:	