



Hemingford Grey
SCHOOL

EQUALITY POLICY*

Date policy was last reviewed and approved:

June 2016

*Equality duty objectives are included on page 1.

HEMINGFORD GREY PRIMARY SCHOOL EQUALITY DUTY OBJECTIVES AND EQUALITY POLICY

The School's Equality Duty Objectives are as follows:

Objective 1: To ensure that the recruitment and appointment of staff is conducted in accordance with the general equality duty. To ensure transparency, a blank job application form is on the school website. The 'non-gender' and 'non-questioning' element about disability and other personal criteria is evidence that Hemingford Grey Primary School adheres to the Equality Duty. The induction process after appointment as well as the Grievance procedure, Harassment and Bullying policy and Whistle-Blowing policy are all supportive evidence that the school is committed to promote and protect equality.

Objective 2: To ensure that the children's progress is not hampered by any inequality. TEAM – Hemingford Grey Primary School has a very strong message encouraging and supporting children to work together, learn from each other and help each other in learning, consequently creating an inclusive environment. Transparency of evidence is available via the minutes of GB meetings where the Headteacher's regular, comprehensive written report documents the progress of all children, taking into consideration gender, age, receipt of Pupil Premium funding, etc.

The School's Equality Policy is as follows:

This Equality Policy sets out the school's approach to promoting community cohesion, equality and diversity. It covers aspects of Equality as set out in the Statutory Equality Duty 2011. (See Appendix 1) This policy has been created through consultation with members of the school community.

This Equality Policy statement sets out:

- The school's aims and values
- The school's overall approach to promoting equality: community cohesion, recognising and celebrating diversity and tackling discrimination
- Roles and responsibilities
- Monitoring, reviewing and assessing impact

The policy reflects the consensus of opinion of the whole staff and has the full agreement of the Governing Body.

The implementation of this policy is the joint responsibility of the Headteacher, all of the teaching staff, the governors and the Local Authority.

As a whole, the school's aims drive everything we do with the pupils here. The following aims relate specifically to this policy:

Aim: Understand the world is made up of people with different beliefs, abilities and ideas.

Provision: By promoting understanding through focused work and an enriched curriculum (Appendix 2 – Curriculum Statement).

Aim: Pupils respect each other

Provision: By following and working within the school Golden Rules, by explicitly teaching about respect, difference and diversity (e.g. our bi-annual Unity in the Community week)

Aim: Pupils want to find out about and care for the world around them.

Provision: Through our humanities curriculum, our varied themes, by using the rich outside learning environment, our Eco Committee, and visits.

The following sets out in greater detail how we aim to achieve the above.

Our approach to promoting equality

The overall objective of the school's Equality Policy is to provide a framework for the school to pursue its equality duties to eliminate unlawful discrimination and harassment; promote equality of opportunity; and promote good relations and positive attitudes between people of diverse backgrounds in all its activities.

Through the Equality Policy, the school seeks to ensure that no member of the school community or any other person through their contact with the school receives less favourable treatment on any grounds which cannot be shown to be justified. This covers race, colour, nationality, ethnic or national origin, religion or belief, gender, marital status, responsibility for children or other dependants, disability, sexual orientation, gender reassignment, age, trade union membership or involvement with political activities, socio economic background, where the person lives or spent convictions.

The principles of this policy apply to all members of the extended school community – pupils, staff, governors, parents and community members.

Equality at Hemingford Grey Primary School is based on the core values. All pupils in the school are entitled to learning experiences which will enable them to achieve their potential and enrich their lives. The management and Governors of the school are committed to ensuring high expectations of staff and pupils and providing a high quality learning environment within the limits of available resources. We place a high value on diversity in the school and treat every member of the school as an individual. The ethos of the school supports the development of self-respect and self esteem in all pupils, staff and the community it serves. The school encourages pupils to become responsible and independent while preparing them for their role in a wider social context.

Hemingford Grey Primary School aims to be responsive to all aspects of diversity and to increase the learning and participation of all pupils within the school and its locality. We are developing inclusive values which are shared between all staff, pupils, governors, parents/carers and the wider community, in a secure, accepting, collaborative and stimulating environment. Everyone is

valued and diversity is seen as a rich resource to enhance and support the learning of all.

This inclusive culture is reflected in all school policies and practices. We ensure that classroom and extra-curricular activities encourage the participation of all pupils, drawing on their knowledge and experience outside school. Teaching and support are integrated together, enabling all pupils to overcome barriers to learning and participate fully in school life.

Inclusion will be achieved through analysis and assessment of children's needs, by monitoring the quality of teaching and the standards of pupils' achievements and by setting targets for improvement. Learning for all children is given equal priority and available resources are used to maximum effect.

The school prepares its pupils to become part of the local and wider community by providing a curriculum which does the following:

- ❑ Teaching, learning and curriculum – to teach pupils to understand others, to promote common values and to value diversity, to promote awareness of human rights and of the responsibility to uphold and defend them, and to develop the skills of participation and responsible action.
- ❑ Equity and excellence – to ensure equal opportunities for all to succeed at the highest level possible, removing barriers to access and participation in learning and wider activities and eliminating variations in outcomes for different groups.
- ❑ Engagement and extended services – to provide a means for children, young people and their families to interact with people from different backgrounds and build positive relations, including links with different schools and communities locally, across the country and internationally.

Roles and responsibilities

All who work in the school have a responsibility for promoting equality and inclusion, and avoiding unfair discrimination.

We are committed to:

- actively tackling racial discrimination, and promoting equal opportunities and good race relations
- promoting positive approaches to valuing and respecting diversity
- involving pupils, parents/carers, all staff, governors and the wider community in developing policies, procedures and practices which tackle racial discrimination and promote inclusion
- monitoring teaching and curriculum development to ensure high expectations of all pupils and appropriate breadth of content in relation to the school and the wider community
- encouraging and supporting all pupils and staff to achieve their best
- recognising and valuing the skills which the whole school community offers

- ensuring additional grants and resources (such as those provided for minority ethnic and Traveller pupils) are appropriately targeted and monitored

Our governors are responsible for:

- ❑ Making sure the school complies with all current equality legislation.
- ❑ Making sure this policy and its procedures are followed through regular review

The Headteacher is responsible for:

- ❑ Making sure the policy is readily available and that the governors, staff, pupils and their parents/carers know about it
- ❑ Making sure its procedures are followed, and reporting to governors' Resources committee
- ❑ Producing regular information for staff and governors about the policy and how it is working, and providing training for them on the policy, if necessary
- ❑ Making sure all staff know their responsibilities and receive training and support in carrying these out
- ❑ Taking appropriate action in cases of harassment and discrimination

All our staff are responsible for:

- ❑ Dealing with racist, sexist, homophobic and gender discrimination incidents, and being able to recognise and tackle bias and stereotyping
- ❑ Reporting racist, sexist, homophobic and gender discrimination incidents.
- ❑ Promoting equality and good community relations and avoiding discrimination against anyone for reasons of race, colour, nationality, ethnic or national origins, gender, disability, religion or belief, sexual orientation or socio-economic circumstances.
- ❑ Keeping up to date with the law on equality and taking training and learning opportunities

Visitors and contractors are responsible for:

- ❑ Knowing and following our equality policy

Appendix 1

Appendix 1 - The Public Sector Equality Duty (April 2011)

The Equality Duty has three aims. It requires public bodies to have due regard to the need to;

- eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act;
- advance equality of opportunity between people who share a protected characteristic and people who do not share it; and
- foster good relations between people who do not share it.

Having due regard means consciously thinking about the three aims of the Equality Duty as part of the process of decision-making. This means that consideration of equality issues must influence the decisions reached by public bodies – such as in how they act as employers; how they develop, evaluate and review policy; how they design, deliver and evaluate services, and how they commission and procure from others.

Having due regard to the need to advance equality of opportunity involves considering the need to:

- Remove or minimise disadvantages suffered by people due to their protected characteristics;
- Meet the needs of people with protected characteristics; and
- Encourage people with protected characteristics to participate in public life or in other activities where their participation is low

Protected characteristics of the new Equality Duty;

- Age
- Disability
- Gender reassignment
- Pregnancy and maternity
- Race – this includes ethnic or national origins, colour or nationality
- Religion or belief – this includes lack of belief
- Sex
- Sexual orientation

It also applies to marriage and civil partnership, but only in respect of the requirement to have due regard to the need to eliminate discrimination.

“STOP TEACHING ME, HELP ME TO LEARN”

Hemingford Grey Curriculum statement 2015-16

We are committed to recognising and developing the rich cultural heritage of all members of our school community, along with our desire to broaden the understanding, experiences and skills of our pupils.

We design our learning experiences to maximise impact. We base the content on key, relevant principles in the National Curriculum for Primary Schools as well as our own key principles based on extensive research and monitoring, outlined below.

We have:

- A commitment to ensuring that every child is challenged appropriately and given the opportunity to develop the attitudes, skills and knowledge that will enable them to thrive in the present and prepare them for the future.
- Teachers who ‘put themselves into the shoes’ of children who come here and having done this, entice them to learn.
- Continued rigorous monitoring of teaching and learning to ensure that every child meets the high expectations set for them.

We do this by:

Ensuring that the climate of our school continues to recognise the right of every child and adult to feel safe, happy and challenged by creating an ethos of respect and a love of learning.

An unceasing commitment to developing children’s basic skills in Communication, Numeracy, ICT.

Making learning irresistible by creating active learning opportunities for children to apply these basic skills to authentic problems, with a real audience and with a real purpose.



Making learning relevant by ensuring that our curriculum is threaded with opportunities to learn about spiritual and moral issues, communities, the environment and enterprise.

Using increasingly high specification, current and inspirational ICT tools to engage and enable children to access and present learning.

Teaching what ‘risk’ in the real world means so that children know how to assess whether there is a risk to their safety and, through this process fully understand the potential hazards in any situation so they know to avoid them.

Our Hemingford Curriculum enables children to apply their knowledge and skills by...

Learning in a variety of ways:

Spaces and Places: Our children learn in a range of locations inside our building, in classrooms, the library, hall space and inviting corridor spaces. They learn outside in our grounds, our village and beyond.

People: Our children learn with teachers, teaching assistants, parents, experts and visitors.

Time: Our children learn any time, any where; they learn regularly and often and we give time to immerse them in learning so it sticks at a deep level.

Approaches: Our children learn through themes and subjects, they contribute to planning and initiate learning.

They learn in the best way for the purpose.

Being active and enquiring learners:

- Our Learning Zone in KS1 enables children to immerse themselves in practical, hands on, focussed tasks in a broad range of curriculum areas every day.
- Our themes are designed to ensure that our children regularly go out into our local and near local areas, learn first hand from experts, and experience life away from home by going on 2 residential trips during KS2.



Experiencing a range of sporting, musical, arts and language opportunities:

- We have a successful choir and orchestra
- We have successful sports teams
- We learn French in KS2 and learn about a variety of languages in KS1
- Our children follow an arts skills curriculum and learn from photographers and artists

Expanding their learning capacity:

- Our 6Rs of learning (Resilience, Relationships, Risk taking, Reflection, Resourcefulness and Respect) develop our children as current and future, independent learners.
- Our focus on teaching children core strands of knowledge in the basic skills, science, history and geography, along with a range of opportunities to apply this knowledge and test it out, makes learning for our children more relevant and purposeful.
- Our themes which are posed as questions, for example 'Is it right to fight?' encourage children to think, to be curious and to raise good questions of their own.