Equality Policy

2024 - 2026

Approved by:	Governing Body (TBC)	**Date:**	September 2024
Last reviewed on:	September 2024		
Next review due by:	July 2026		

1. Vision and Values

Because we listen and celebrate what is both common and different, we have become a wiser, more inclusive school. Diversity is about all of us, and about us having to find a way to walk through this world together.

We provide our pupils with the skills, empathy and integrity needed to thrive in our vibrant and ever-changing society.

At Hugh Gaitskell Primary School, our children are inquisitive, imaginative and ambitious. We teach them to debate, compromise, and think creatively. They are confident learners and articulate speakers who stand up for equality and fairness. We nurture pupils and empower them to use their initiative, take risks, be self-sufficient and self-motivated. Our children are enthusiastic about the community they live in. They have a voice- they are powerful and they are strong.

We raise aspirations, open children's eyes to both their immediate environment and the world beyond and we enable our children to live happy, healthy and productive lives. We do this by supporting, nurturing and inspiring our children through quality-first teaching strategies and providing a wealth of opportunities to enrich their life experiences.

By working with our families, we create an inspirational environment where everyone is valued and successes are celebrated.

Vision: Together we will make the world a better place

Every child deserves a champion:
an adult who will not give up on them, who understands the power of connection and insists they become the best they can possibly be.
Alongside parents, we are that champion.
And it doesn't matter how much it takes, how easy or hard it might be because our passion is to champion every child that comes here.
We are their cheerleaders, their coaches, their biggest fans.
Our children live in a diverse world, a more connected world where they will meet people from all over the globe and speak different languages.
That world lives in our school.
We champion that diversity, we celebrate it, because it makes us all richer through new experiences, new adventures, new friends,
but it also teaches tolerance, understanding and respect.
One world, one school.
Our children will have a voice and they will become the champions of others, their community and their world.
They will make the world a better place.
They will say:
I have things to do, people to impress and places to go.
I will be a better person when I leave-

I am powerful and I am strong.

2. Context and legislation

This policy ensures compliance with the Equality Act 2010 which replaced all prior equality legislation such as the Race Relations Act, Disability Discrimination Act and Sex Discrimination Act. The Act introduced the Public Sector Equality Duty (PSED) which placed the following specific duties on schools:

- to publish annual equality information to show how the school has complied with the general duties; and
- to publish equality objectives demonstrating what a school could reasonably achieve to meet one or more aims of the equality duties, showing the involvement of stakeholders in developing the objectives.

3. Duties and definitions

General duties
At Hugh Gaitskell Primary School we welcome our role in taking due regard to the need to:

- eliminate unlawful discrimination, harassment and victimisation;
- advance equality of opportunity between people who share a characteristic and those who do not; and
- foster good relations between people who share a characteristic and those who do not.

Specific duties
We also welcome our role in addressing the specific duties of the Act by:

- engaging with interested groups and individuals;
- publishing equality information; and
- formulating and publishing equality objectives.

Protected characteristics
The term “protected characteristic” is used in order to identify groups potentially at risk of “unlawful behaviour”.

The following protected characteristics relate to schools:

- disability
- gender reassignment
- marriage and civil partnership (with regard to schools as employers)
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation

Unlawful behaviour (See Appendix B for further details)
The “unlawful behaviour” outlined in the Act includes:

- direct discrimination
- indirect discrimination
- discrimination arising from disability
- harassment
- victimisation

Key stakeholders
The principles of this policy apply to all members of the extended school community: pupils, staff, governors, parents/carers and community members. By 'pupils' and 'staff', we are referring to prospective and former pupils/staff, in addition to those currently at Hugh Gaitskell Primary School.

4. Equality and diversity: our aims and values

At Hugh Gaitskell Primary School we aim to provide equality and excellence for all, in order to promote the highest possible standards.

Our Equality Policy is based on our core values as expressed in our school's motto 'One World, One School' along with our aims and vision.

We consider all learners and their parents/carers to be of equal value, irrespective of disability, ethnicity, gender, gender identity, pregnancy, religion/beliefs and sexual orientation (also age and marital status, in the case of parents/carers).

However, treating people equally does not necessarily involve treating them all the same. We respect and value differences and our policies and practices therefore reflect the diverse range of life-experiences, needs and viewpoints of all stakeholders.

We welcome our responsibility to foster a culture of respect for others within a caring, cohesive environment. All members of the school community are encouraged to develop positive relationships reflecting their status as members of a diverse global community.

It is our duty to ensure that the aims and values outlined here apply to the full range of our policies and practices.

5. The school's approach to promoting equality and eliminating discrimination

The overall objective of the school's Equality Policy is to provide a single framework for the school to pursue its equality duties to promote equality of opportunity, and to promote good relations and positive attitudes between people of diverse backgrounds in all its activities. In order to achieve this, it is our aim to eliminate all forms of discrimination and harassment (the unlawful behaviour listed in 2.4 and Appendix B).

Through our Equality Policy, we seek to ensure that no pupils, staff, parents, guardians or carers or any other person through their contact with the school receives less favourable treatment on any grounds which cannot be shown to be justified.

Eliminating unlawful discrimination, harassment and victimisation involves:

- ensuring that policies and procedures relating to discrimination, harassment and victimisation are up-to date, inclusive of all groups and understood by all members of the community (including the Staff Code of Conduct; Safeguarding and Child Protection Policy; and Behaviour Policy); and
- ensuring that equality and diversity issues, with regard to the protected characteristics, are embedded within:
    - o the staff training schedule; and

o a broad, balanced and inclusive curriculum.

Advancing of equality of opportunity involves:

- removing or minimising disadvantages suffered by people due to their protected characteristics;
- taking steps to meet the needs of people from protected groups where these are different from the needs of other people; and
- encouraging people from protected groups to participate in activities where their participation is disproportionately low.

Fostering good relations involves:

- tackling prejudice; and
- promoting understanding between people from different groups.

At Hugh Gaitskell Primary School, the following are core to our work in achieving the three aims:

- Dealing promptly and efficiently with any forms of discrimination, harassment and victimisation within the school community, whether on or off the premises, offline or online (link to relevant policies: Behaviour, the child-on-child section of the Safeguarding and Child Protection policy, online safety etc.)
- The use of quantitative and qualitative data analysis to identify the groups and individuals within the school community that suffer disadvantage
- Analysis of take-up of a range of provision in order to identify any gaps in engagement.
- Putting in place a range of pastoral, well-being and educational measures to address disadvantage and work towards equality of outcomes.
- Delivery of a curriculum which celebrates equality and diversity and through which the core British values of mutual respect and tolerance are interwoven including, but not exclusively, through PSHE, RSHE, RE and SMSC.

6. Addressing discrimination, harassment and victimisation including prejudice and prejudice-based bullying

The school is opposed to all forms of prejudice and prejudice-related bullying. There is guidance in the staff handbook on how prejudice-related incidents should be identified, assessed, recorded and dealt with and we ensure that all staff, including support and administrative staff, receive appropriate training in this area.

We take seriously our obligation to regularly review and analyse the numbers, types and seriousness of prejudice-related incidents at our school and how they are addressed, including lessons learned and how these impact changes to our provision. This information is reported to, and scrutinised/challenged by, our governors.

7. The school as an employer

We ensure that policies and procedures should benefit all employees, including potential and former employees, for example in recruitment and promotion, and in continuing professional development irrespective of disability, race/ethnicity, sex/gender, sexual orientation, gender identity /reassignment, pregnancy/maternity, and marriage/civil partnership.

8. Consultation with stakeholders

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. As appropriate, we consult and involve groups and individuals in relation to the protected characteristics.

9. Equality information

We recognise our specific duties to gather, analyse and publish equality information on at least an annual basis. At Hugh Gaitskell Primary School this information is published on the school website. The information is also available to any member of the school community on request.

- In order to improve outcomes and effectiveness, we will publish information annually that illustrates: information of the effect that our policies and practices have had on all members of the school community and those from the protected groups;
- information on how our policies and practices have furthered the three aims of the general equality duty; and
- details of engagement with key stakeholders.

10. Equality Objectives:

The objectives which we identify represent our school's priorities and are the outcomes of careful review and analysis of data and other evidence. They also take into account national and local priorities and issues.

We evaluate our success in meeting the Public Service Equality Duties by the extent to which we **achieve improved outcomes** for the different groups.

Our Equality Objectives are:

- To continue to close the gaps in attainment and achievement between children and all groups of children, especially those gaps between gender, disadvantaged children, children with Special Educational Need and Disabilities and children from different heritage groups.
- To continue to deliver and develop a curriculum which meets the need of all children and responds to the ever changing community which the school serves.
- To continue to improve the attendance rates of disadvantaged pupils.
- To continue to improve levels of parental engagement in learning and school life across activities to ensure equality and fairness in access and engagement.

11. Roles and responsibilities

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

Governors of Hugh Gaitskell Primary School are responsible for:

- · ensuring the school complies with current equality legislation; and
- · ensuring this policy and its procedures are followed

The Headteacher of Hugh Gaitskell Primary School is responsible for:

- ensuring the policy is readily available and that the governors, staff, pupils and their

parents/carers know about it;
- ensuring its procedures are followed;
- 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;
- ensuring all staff know their responsibilities and receive training and support in carrying these out;
- taking appropriate action in cases of harassment and discrimination; and
- monitoring the impact of the policy and undertaking regular reviews.

All school staff at Hugh Gaitskell Primary School are responsible for:

- modelling good practice, dealing with incidents of direct discrimination, indirect discrimination, harassment and victimisation and being able to recognise and tackle bias and stereotyping;
- promoting equality and good relations and avoiding discrimination against anyone within the school community; and
- keeping up to date with the law on equality and diversity and taking training and learning opportunities.

Pupils at Hugh Gaitskell Primary School are responsible for:

- keeping equality and diversity issues on the School Parliament agenda, through a shared input with staff on developing policies relating to this area. This may include:
    - o the anti-bullying policy including cyber bullying, prejudice-based and discriminatory bullying; and
    - o developing school/class rules which challenge discriminatory behaviour.

Visitors and contractors to Hugh Gaitskell Primary School are responsible for:

- knowing and following our equality policy; and
- if a visitor or contractor encounters a member of the school community who is engaging in discriminatory behaviour they will follow the school's whistleblowing policy.

Responsibility for overseeing equality practices in Hugh Gaitskell Primary School lies with the Governing Body

Responsibilities include:

- co-ordinating and monitoring work on equality issues;
- dealing with and monitoring reports of harassment (including sexual, prejudice-based and discriminatory harassment);
- monitoring the progress and attainment of potentially vulnerable groups of pupils (e.g. children and young people in care, children with limited English fluency, children from Traveller communities, children that are economically disadvantaged, disabled pupils, LGBTQ+ pupils, children with Special Educational Needs, pregnant girls and those on maternity leave and any other groups that are considered to be vulnerable); and
- monitoring attendance and exclusions.

12. Monitoring, reviewing and assessing impact

This policy is supported by our school's accessibility plan, our equality information, equality objectives and specific reporting on our vulnerable groups.

The School Development Plan ensures the Equality Policy forms an essential part of the school's action plan on equality. It includes targets determined by the governing body for promoting a

cohesive community, inclusion and equality in our school for all. It ensures other school policies address equality issues.

The policy will be regularly monitored and reviewed by staff and governors to ensure that it is effective in tackling discrimination, promoting access and participation, equality and good relations for any individual and between different groups, and that it does not disadvantage particular sections of the community.

Any pattern of inequality found as a result of impact assessments is used to inform planning and decision making.

13. Disseminating the Policy:

This Equality Policy along with the Equality Objectives and data is available on the school website and as a paper copy available from the main school office.

We publish on the school's website copies of relevant policies and guidance, including those on Behaviour and Discipline, Anti-bullying and Special Educational Needs.

This policy has been reviewed and no individual or group are disadvantaged by the policy or process

therein.

Date Reviewed: **Autumn 2024**

Review Date: **Autumn 2025**

Appendix A: Protected characteristics

The protected characteristics that relate to schools are:

· disability
· gender reassignment
· marriage and civil partnership (with regard to schools as employers)
· pregnancy and maternity
· race
· religion or belief
· sex
· sexual orientation

Disability

A person is a disabled person (someone who has the protected characteristic of disability) if they have a physical and/or mental impairment which has what the law calls 'a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities'.

There is no need for a person to have a medically diagnosed cause for their impairment; what matters is the effect of the impairment not the cause.

In relation to physical impairment:

- Conditions that affect the body such as arthritis, hearing or sight impairment (unless this is correctable by glasses or contact lenses), diabetes, asthma, epilepsy, conditions such as HIV infection, cancer and multiple sclerosis, as well as loss of limbs or the use of limbs are covered.
- HIV infection, cancer and multiple sclerosis are covered from the point of diagnosis.
- Severe disfigurement (such as scarring) is covered even if it has no physical impact on the person with the disfigurement, provided the long-term requirement is met.
- People who are registered as blind or partially sighted, or who are certified as being blind or partially sighted by a consultant ophthalmologist, are automatically treated as disabled under the Act.
- Mental impairment includes conditions such as dyslexia and autism as well as learning disabilities such as Down's syndrome and mental health conditions such as depression and schizophrenia.

Sex

A person's sex refers to the fact that they are male or female. In relation to a group of people, it refers to either men or women or to either boys or girls.

Race

Race means a person's:

- colour, and/or
- nationality (including citizenship), and/or
- ethnic or national origin
- and a racial group is composed of people who have or share a colour, nationality or ethic or national origins.
- A person has the protected characteristic of race if they belong to a particular racial group, such as 'British people'. Racial groups can comprise two or more racial groups such as 'British Asians'.

Religion or belief
The protected characteristic of religion or belief includes any religion and any religious or philosophical belief. It also includes a lack of any such religion or belief.

A religion need not be mainstream or well known to gain protection as a religion. It must, though, be identifiable and have a clear structure and belief system. Denominations or sects within religions may be considered a religion. Cults and new religious movements may also be considered religions or beliefs.

Belief means any religious or philosophical belief and includes a lack of belief.

'Religious belief' goes beyond beliefs about and adherence to a religion or its central articles of faith and may vary from person to person within the same religion.
A belief which is not a religious belief may be a philosophical belief, such as humanism or atheism.

A belief need not include faith or worship of a god or gods, but must affect how a person lives their life or perceives the world.

Sexual orientation
Sexual orientation means the attraction a person feels towards one sex or another (or both), which determines who they form intimate relationships with or are attracted to.

- Some people are only attracted to those of the same sex (lesbian women and gay men). · Some people are attracted to people of both sexes (bisexual people).
- Some people are only attracted to the opposite sex (heterosexual people).

Everyone is protected from being treated worse because of sexual orientation, whether they are bisexual, gay, lesbian or heterosexual.

Sexual orientation discrimination also covers discrimination connected with manifestations of that sexual orientation.

Gender reassignment
Gender reassignment is a personal process (rather than a medical process) which involves a person expressing their gender in a way that differs from or is inconsistent with the physical sex they were born with. This personal process may include undergoing medical procedures or, as is more likely for school pupils, it may simply include choosing to dress in a different way as part of the personal process of change.

- A person will be protected because of gender reassignment where they:
    - make their intention known to someone – it does not matter who this is, whether it is someone at school or at home or someone like a doctor:
        - once they have proposed to undergo gender reassignment they are protected, even if they take no further steps or they decide to stop later on
        - they do not have to have reached an irrevocable decision that they will undergo gender reassignment, but as soon as there is a manifestation of this intention they are protected · start or continue to dress, behave or live (full-time or part-time) according to the gender they identify with as a person
        - undergo treatment related to gender reassignment, such as surgery or hormone therapy or
        - have received gender recognition under the Gender Recognition Act 2004

It does not matter which of these applies to a person for them to be protected because of the characteristic of gender reassignment.

Pregnancy and maternity

The Act lists pregnancy and maternity as a protected characteristic. Pregnancy and maternity discrimination is covered in Appendix B.

Appendix B: What is unlawful behaviour?

Direct discrimination
Direct discrimination occurs when you treat a pupil less favourably than you treat (or would treat) another pupil because of a protected characteristic.

Discrimination based on association
Direct discrimination also occurs when you treat a pupil less favourably because of their association with another person who has a protected characteristic (other than pregnancy and maternity). This might occur when you treat a pupil less favourably because their sibling, parent, carer or friend has a protected characteristic.

Discrimination based on perception
Direct discrimination also occurs when you treat a pupil less favourably because you mistakenly think that they have a protected characteristic.

Discrimination because of pregnancy and maternity
It is discrimination to treat a woman (including a female pupil of any age) less favourably because she is or has been pregnant, has given birth in the last 26 weeks or is breastfeeding a baby who is 26 weeks or younger. It is direct sex discrimination to treat a woman (including a female pupil of any age) less favourably because she is breastfeeding a child who is more than 26 weeks old.

Indirect discrimination
Indirect discrimination occurs when you apply a provision, criterion or practice in the same way for all pupils or a particular pupil group, but this has the effect of putting pupils sharing a protected characteristic within the general student group at a particular disadvantage.

Discrimination arising from disability
Discrimination arising from disability occurs when you treat a disabled pupil unfavourably because of something connected with their disability and cannot justify such treatment.
Discrimination arising from disability is different from direct discrimination. Direct discrimination occurs because of the protected characteristic of disability. For discrimination arising from disability, the motive for the treatment does not matter; the question is whether the disabled pupil has been treated unfavourably because of something connected with their disability.
Discrimination arising from disability is also different from indirect discrimination. There is no need to show that other people have been affected alongside the individual disabled pupil or for the disabled pupil to compare themselves with anyone else.

Harassment
There are three types of harassment which are unlawful under the Equality Act:

- Harassment related to a relevant protected characteristic
- Sexual harassment
- Less favourable treatment of a pupil because they submit to or reject sexual harassment or harassment related to sex.

The relevant protected characteristics for the schools' provisions are:

- Disability
- Race
- Sex

Harassment related to a protected characteristic
Harassment occurs when a pupil is subject to unwanted behaviour which is related to a relevant protected characteristic and which has the purpose or effect of:

- violating a pupil's dignity or
- creating an intimidating, hostile, degrading, humiliating or offensive environment for the pupil The word 'unwanted' means 'unwelcome' or 'uninvited'. It is not necessary for the pupil to say that they object to the behaviour for it to be unwanted.

In this context 'related to' has a broad meaning and includes situations where the pupil who is on the receiving end of the unwanted behaviour does not have the protected characteristic himself or herself, provided there is a connection between the behaviour and a protected characteristic. This would also include situations where the pupil is associated with someone who has a protected characteristic, or is wrongly perceived as having a particular protected characteristic.

Sexual harassment
Sexual harassment occurs when a pupil is subject to unwanted behaviour which is of a sexual nature and which has the purpose or effect of:

- violating a pupil's dignity or
- · creating an intimidating, hostile, degrading, humiliating, offensive or sexualised environment for the pupil

'Of a sexual nature' can cover verbal, non-verbal or physical conduct including unwelcome sexual advances, inappropriate touching, forms of sexual assault, sexual jokes, displaying pornographic photographs or drawings, or sending emails with material of a sexual nature.

It is unlawful to treat a pupil less favourably because they either submit to, or reject, sexual harassment or harassment related to their sex.

When referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur online and offline and both inside and outside of school/college. When we reference sexual harassment, we do so in the context of child-on-child sexual harassment. For a full definition of child-on-child sexual harassment, see the Safeguarding and Child Protection Policy and Part Five of Keeping Children Safe in Education 2024.

Victimisation
Victimisation is defined in the Act as treating someone badly because they have done a 'protected act' (or because the school believes that a person has done or is going to do a protected act).

There are additional victimisation provisions for schools which extend the protection to pupils who are victimised because their parent or sibling has carried out a protected act.

A 'protected act' is:

· Making a claim or complaint of discrimination (under the Act)
· Helping someone else to make a claim by giving evidence or information
· Making an allegation that the school or someone else has breached the Act
· Doing anything else in connection with the Act

Appendix C: Further reading and support

Equality and Human Rights Commission: The Essential Guide to the Public Sector Equality Duty (March 2022)
Guidance-essential-public-sector-equality-duty-england_0_1.docx (live.com)

Equality and Human Rights Commission: Technical guidance for schools (updated September 2023) Technical guidance for schools in England | EHRC (equalityhumanrights.com)

DfE: Preventing and Tackling Bullying
https://www.gov.uk/government/publications/preventing-and-tackling-bullying

Keeping Children Safe in Education
Keeping children safe in education - GOV.UK (www.gov.uk)

Ofsted Review of Sexual Abuse in Schools and Colleges
https://www.gov.uk/government/publications/review-of-sexual-abuse-in-schools-and-colleges

DfE: Relationship Education and Relationship and Sex Education
https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education rse-and-health-education

DfE: Behaviour in schools
https://www.gov.uk/government/publications/behaviour-in-schools--2

UKCIS: Tackling race and faith targeted bullying face to face and online
https://www.gov.uk/government/publications/tackling-race-and-faith-targeted-bullying-face-to-face-and online-a-guide-for-schools

Gov.uk: Equality Act 2010: advice for schools
https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools

Promoting fundamental British values as part of SMSC in schools
Promoting fundamental British values through SMSC - GOV.UK (www.gov.uk)