

# Highfield CE Primary School

## Public Sector Equality Duty

### 2022 - 2025



**Approved by:** The governing body

**Date:**  
31.3.23

**Last reviewed on:** 21 January 2023

**Next review due by:** 21 January 2025



# Highfield CE Primary School: Public Sector

## Equality Duty

*“God saw all that he had made, and it was very good.”* Genesis 1:31

### 1. Aims

**All staff at Highfield CE Primary School are committed to:**

- promoting equality of opportunity
- eliminating discrimination and harassment
- valuing diversity and promoting positive relationships
- providing an inclusive education which enables all pupils to develop their full potential
- meeting the requirements of the Equality Act 2010.

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.

This policy encompasses the following protected characteristics:

- *Age*; • *Disability*; • *race, colour, nationality, ethnic or national origin*; • *sex (including transgender)*; • *gender reassignment*; • *pregnancy and maternity*; • *gender identity, religion or belief*; • *sexual orientation*; and • *marriage and civil partnership (for employees)*

*This statement recognises the four types of unlawful behaviour • Direct discrimination • Indirect discrimination • Harassment • Victimisation*

Every possible step will be considered in the aim of ensuring individuals are treated fairly and decisions are based on objective criteria.

In its role as a governing body and in line with the school’s Christian Foundation, the Governing Body of Highfield C of E Primary School is committed to eliminating discrimination, advancing equality of opportunity and fostering good relationships between people of different groups amongst the whole school community. Our aim is that our community will be truly representative of all sections of society and each member of that community will feel respected and able to give of their best.

To that end the purpose of this policy is to provide equality and fairness for all in our community and not to discriminate. This policy encompasses all “protected characteristics” age, disability, including mental health, gender re-assignment, pregnancy and maternity, race, religion or belief, sex, and sexual orientation and marriage or civil partnership.

All members of the school community will be treated fairly and with respect. All will be helped and encouraged to develop their full potential and the richness and diversity of talents and resources within the community will be fully recognised and celebrated.

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In its role as a governing body and in line with the school's Christian Foundation, the Governing Body of Highfield C of E Primary School is committed to ensuring that all members of the school community will be treated fairly and with respect, as well as encouraged to develop their potential and recognized for the diversity of talent and individual value that they bring to our community.

### **Our commitment**

- ❑ To create an environment in which individual differences and the contributions of all members of the school community are recognised and valued.
- ❑ To positively promote and rejoice in the richness and diversity of our school community within Southampton and to celebrate our common bonds fostering good relationships between people of different groups.
- ❑ To provide an environment that promotes dignity and respect to all and to ensure that all individuals within the school are entitled to learn, teach or work in a non-threatening and supportive environment in which self-esteem is enhanced. No form of intimidation, bullying or harassment will be tolerated.
- ❑ To ensure that all members of the school community have personal responsibility for the practical application of this Policy, which applies to the treatment of all stakeholders, the whole school community and the general public.
- ❑ To ensure that training is given to all staff and Governors on matters relating to Equal opportunities and diversity to ensure they understand their roles and responsibilities.
- ❑ To ensure that the principles of Equality Objectives are embedded across the Curriculum
- ❑ To acknowledge that equality within the school is good management practice and makes sound business sense.
- ❑ To define and identify unacceptable behaviour, whether direct, indirect, associative or perceptive discrimination (whether racist, sexist, or harassing) and offer strategies for dealing with the perpetrators and provide support for the victims. This will be appropriately recorded on CPOMS and reported to governors.
- ❑ To ensure that any member of the school community who considers that he/she has been unfairly discriminated against is referred to and encouraged to use the Governing Body's Complaints Procedure as a first resort.
- ❑ To review all employment practices and procedures to ensure fairness.
- ❑ To make selection for employment on the basis of aptitude and ability only.
- ❑ To make training, development and progression opportunities available to all employees on the basis of aptitude and ability.
- ❑ To regard breaches of our equality policy by any employee as misconduct which could give rise to disciplinary proceedings.
- ❑ To ensure that any employee who considers that he/she has been unfairly discriminated against is referred to and encouraged to use the Governing Body's Grievance Procedure as a first resort.

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- ❑ To ensure that this policy is fully supported by senior management. If there is any doubt about the terms of this Policy or the application thereof, this should be referred to the Head in the first instance and then to the Chair of Governors.
- ❑ To work towards ensuring that our teaching equipment, resources and materials, our classrooms and playgrounds allow all children and staff to have equal access.
- ❑ To challenge negative stereotypes by monitoring our use of displays and written messages, our assembly and discussion themes through Circle Time and PSHE work and through our provision of books and resources, our outings, visits and visitors. We will ensure that these reflect our cultural diversity.
- ❑ To monitor the effectiveness of this policy by careful analysis of performance indicators such as SATs results, pupil attendance, exclusions from the school, the SEN register, feedback from parents/carers and the wider community. School Council meetings, our school development plan and parallel staff development programmes will provide further mechanisms for monitoring the effectiveness of our procedures and for improving our work.
- ❑ To monitor and review the policy annually.
- ❑ Promote 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
- ❑ Hold 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
- ❑ Work 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
- ❑ Encourage and implement 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

## 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.](#)

## 3. Roles and responsibilities

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***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

Ensure that the published equality information is updated at least every year, and that the objectives are reviewed and updated at least every 4 years

Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher

***The headteacher will:***

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

#### **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. authorizing absence of staff and pupils to attend religious festivals)

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 opportunities)

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

Share with the Governors the 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

#### **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

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- areas. For example, as part of teaching and learning in English/reading, pupils will be introduced to literature from a range of cultures
- 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

## 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 2022-2026

### Objective 1

**To close the achievement gap by ensuring there is no significant difference in the progress made by different groups of learners.**

**Why we have chosen this objective:** It is central to our duty to challenge the outcomes of our quality of education on the attainment of children from our diverse population.

**To achieve this objective, we plan to:** ensure that the assessment leader is able to interrogate data effectively, alongside teachers in order to raise attainment.

### Objective 2

**To review levels of parental and pupil engagement in learning and school life, across all activities to ensure equity and fairness in access and engagement.**

**Why we have chosen this objective:** It is vital that all families are fully engaged in life at Highfield, irrespective of race, gender or other protected characteristic.

**To achieve this objective, we plan to:** ensure that we regularly review levels of engagement in clubs, after school activities and opportunities such as music lessons.

### Objective 3

**To promote pupils, staff and community understanding of identity, diversity community and equality and develop a culturally inclusive curriculum which celebrates equality and diversity.**

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**Why we have chosen this objective:** Pupils who learn about different cultures during their education feel more comfortable and safe with these differences later in life. This allows them to interact in a wider range of social groups and feel more confident in themselves as well as in their interactions with others.

**To achieve this objective, we plan to:** Ensure each subject action plan refers to the need to develop a culturally inclusive curriculum and include school's core values. We will engage in important events such as Black History Month.

## 9. Monitoring arrangements

The governing body will update the equality information we publish, [described in sections 4-7 above], at least every year.

This document will be reviewed by the governing body at least every 4 years.

This document will be approved by governing body.

## 10. Links with other policies

This document links to the following policies:

Accessibility plan

Risk assessment

**Other relevant School Policies** This policy is, without exception, relevant to all other school policies and the implementation of this policy's aims and objectives is implicit within the context of all other school policies

**Last Reviewed** 2022

**Next Review** Biannual