

Hallam Primary School



Equality Statement

Written by:	Chris Stewart	Date: September 2023
Approved by:	Local Governing Body	Date:
Last reviewed on:	March 2023	
Next review due by:	July 2024	

Public Sector Equality Duty and Equality Objectives

Statement

At Hallam Primary School we believe that diversity should be respected and celebrated by all those who learn, teach and visit here. We are fully committed to ensuring inclusion, equality of education and opportunity for all pupils.

Inclusion at Hallam Primary School is about providing equality and excellence for all in order to promote the highest possible standards of achievement. It also ensures that we recognise and celebrate the differences that exist amongst us, that we treat all people fairly and that we strive to eliminate discrimination against persons wherever it exists. This is a whole school policy – equality applies to all members of the school community: pupils, staff, governors, parents and community members.

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

Our principles

1. Discrimination on the basis of colour, culture, origin, gender, sexual orientation, ability, political and religious belief is unacceptable in this school.
2. Every pupil, member of staff and governor will endeavour to further this objective by personally contributing towards a happy and caring environment and by showing respect for, and appreciation of, each other as individuals.
3. The primary objective of this school will therefore be to educate, develop and prepare all our pupils, whatever their gender, colour, culture, origin or ability, for life.
4. An equal opportunities philosophy will be practised by all staff.

The above is characterised by our DREAMS (Diversity, Resilience, Enquiry, Aspiration, Memories and Smiles) curriculum which underpins our philosophy to education and whole school curriculum.

Equality Act 2010

On 1 October 2010, the Equality Act 2010 replaced all existing equality legislation such as the Race Relations Act, Disability Discrimination Act and Sex Discrimination Act. It has consolidated this legislation. The Governing Body of Hallam Primary School (the School) is responsible for ensuring that the School meets the requirements of the Equality Act. The Governing Body welcomes this responsibility and will:

- Ensure that everything the School does must be fair, non-discriminatory and not put individuals or groups of people at a disadvantage.
- Ensure the school takes all reasonable steps to see that its employees do not carry out unlawful discriminatory actions or behaviour
- Support and guide the school to have 'due regard' for equality in all its functions
- Ensure the school complies with the two new 'specific' duties to publish equality information and objectives.
- To ensure the success of every pupil, equal opportunity is at the heart of our vision with an insistence that all pupils will do well.

The headteacher 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.

How will we put this into practice?

Admissions

The school follows the Sheffield City Council Admissions Policy, which does not permit (providing resources are available) sex, race, colour or disability to be used as criteria for admission. The admissions policy will be reviewed in line with any review of the Council's admissions policy.

Registration

Pupils' names should be accurately recorded and correctly pronounced. Pupils are encouraged to accept and respect names from other cultures.

Discrimination

Any form of discrimination by any person within the school will be treated seriously. A detailed note will be kept of such incidents, whether they take place in the playground, corridors or teaching areas. It should always be made clear to offending individuals that such behaviour is unacceptable and further action could be taken. These incidents will be recorded and reported to the local governing body and racist, bullying and homophobic incidents are a standard item on every governing body meeting.

Pupils

Diversity is celebrated through the school's DREAMS curriculum. Senior leaders are informed of any discriminatory incidents and parents are informed immediately. Racist symbols, badges and insignias on clothing and bags are forbidden in school. Pupils are encouraged to challenge discrimination. Pupils from diverse backgrounds and those with disabilities are celebrated and encouraged to share their background and cultural experiences.

Staff

The school celebrates diversity amongst the staff. In all staff appointments, the best candidate will be appointed, based on strict professional criteria. All staff should be aware of possible cultural assumptions and bias within their own attitudes. In order to understand the background and experience of diverse minority pupils and to raise expectations of their potential, staff need to be aware of the historical and contemporary processes which have caused, and may continue to sustain, unfair discrimination.

The Curriculum

Diversity is one of the key drivers of the school's curriculum and is celebrated in all classes. Diversity champions (leaders) support teachers to make key links to all subjects and tolerance and respect, along with the other moral and British values, are taught explicitly through the Personal, Spiritual, Health and Relationships (PSHE) curriculum. All pupils have equal opportunity of access to the school's curriculum. Staff must be constantly aware that their own expectations affect the achievement, behaviour and status of each pupil. The curriculum must be balanced, objective and sensitive, and acknowledge sexual and cultural diversity.

Language

The school views linguistic diversity positively and staff should be aware of the language and dialect spoken by pupils and their families. Staff must be conscious of any racist or sexist connotations in the language they themselves use. Pupils and staff must feel that their language or dialect is valued.

Resources

The school aim is to provide for all pupils according to their needs, irrespective of sex, ability or ethnic origins. Whenever possible, staff must ensure that the resources used in all curriculum areas are multicultural and non-sexist. Variety should be evident in the morals, stories, information and experiences offered to children. Pupils should have access to accurate information about similarities and differences.

The Public Sector Equality Duty

Since April 2011, schools have been bound by a part of the Equality Act 2010 called the public sector equality duty (hereinafter referred to as the PSED or the 'equality duty').

The equality duty replaces the previous three sets of duties on schools to promote disability, gender and race equality through having equality policies and action plans for these groups. The Governing Body will ensure that there will be no discrimination, harassment or victimisation of a pupil or potential pupil because of their race, sex, disability, religion or belief, or sexual orientation, in accordance with the 'protected characteristics' in the Equality Act. These 'protected characteristics' are as follows:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex or gender
- Sexual orientation

Note: The protected characteristics of age and marriage and civil partnership apply to schools as employers, but not in relation to their provision for pupils.

The new equality duty has two parts: the 'general' duty and 'specific' duties.

The general duty

The general duty is the overarching legal requirement for schools and means they must consider how their policies, practices and day-to-day activities impact pupils and staff. Schools are required to have 'due regard' to the need to:

- Eliminate unlawful discrimination, harassment and victimisation
- Advance equality of opportunity
- Foster good relations

The specific duties

The two specific duties for schools aim to assist them in meeting the general duty. These are:

- To publish information to show how they are complying with the equality duty. This must be updated at least annually
- To prepare and publish one or more specific and measurable equality objectives at least every four years.

As a School we will:

- Ensure all stakeholders are aware of this policy and will publish it on our website
- Publish end of key stage outcomes for all pupils on our website, including pupils with SEND for disadvantaged pupils. This will include national comparative data.
- Ensure that the content of this policy is known to all staff and governors, and also, as appropriate, to all pupils and parents.

How will we achieve equality?

The School makes 'reasonable adjustments' to ensure equality and that no pupil is placed at a substantial disadvantage. To make these reasonable adjustments we:

- identify potential barriers
- know our children and their families and identify ways to support them both academically and socially
- work collaboratively with all stakeholders
- identify practical solutions through a problem-solving approach
- ensure staff have the necessary skills, training and support
- monitor the effects of the adjustments and this policy
- consider the effect of any proposed change upon all members of the school community and the available resources.

Equality Objectives

The Governing Body have set the following Equality Objectives for the four academic years commencing 2022-23. These will be monitored by the Governing Body regularly, and reviewed at least annually in the summer term.

- 1. To embed and fully implement the DREAMS curriculum in line with the whole school curriculum, maintaining high academic outcomes**
- 2. To ensure appropriate provision for our most vulnerable learners including those from disadvantaged backgrounds and those with SEND**
- 3. To further develop leadership at all levels including subject, middle and senior leaders**

Chris Stewart
January 2023

Aim	Target Group	Actions	Who is responsible?	Dates	Link to Public Sector	Equality Duty Protected characteristic
1. To embed and fully implement the DREAMS curriculum in line with the whole school curriculum, maintaining high academic outcomes	Pupils Staff	Create, evaluate and revise as required, the curriculum documentation for all subjects ensuring effective implementation of DREAMS	Senior Leaders Governors	2022-24	All	All
		Continue to celebrate all forms of diversity through PSHE and assemblies				
		Ensure resources are diverse and reflective of the wider world				
		Monitor outcomes ensuring effectiveness of curriculum				
2. To ensure appropriate provision for our most vulnerable learners including those from disadvantaged backgrounds and those with SEND	Pupils Staff	Effective implementation of the Diamonds SEND Hub. <ul style="list-style-type: none"> • Staffing and resourcing • Support from outside agencies • Staff CPD • Integration into mainstream classrooms • Liaising with parents 	Senior Leaders SENCO Teachers	2022-24	All	All
		Highly effective and inclusive provision in classrooms for vulnerable learning is effective <ul style="list-style-type: none"> • Staff CPD • Access to professional support through Diamonds provision • Monitoring and evaluation of provision in Diamonds and in classrooms to ensure quality of teaching and provision is effective and appropriate 				
		Monitor outcomes for vulnerable learners on a termly basis				
		Continue to provide opportunities for disadvantaged pupils and access a wide range of activities through the PP Offer				
3. To further develop leadership at all levels including subject, middle and senior leaders	Staff Governors	Ensure effective succession planning for leaderships at all levels including senior leaders and governance	Senior Leaders Governors	2022-24	All	All
		Seek opportunities for staff to develop leadership skills through NPQ and other national qualifications				
		Evaluate recruitment packs to ensure diversity and inclusivity				