



HILLSIDE PRIMARY SCHOOL

EQUALITY POLICY

1. Introduction
2. Aims
3. Curriculum
4. Achievements
5. The Ethos and Culture of the school
6. Staff recruitment and Professional Development.
7. Countering and Challenging Harassment and Bullying
8. Partnerships with parents/carers and with the wider community.

Summary of our equalities evidence.

Responsibility of the Policy

Hillside Primary School Equality Objectives



1. Introduction

This policy outlines the commitment of the staff and Governors to promote equality. This will involve challenging the barriers which could lead to unequal outcomes so that there is equality of access and the diversity within our school community is celebrated.

This document is written with reference to the statutory requirements of the Equalities Act 2010.

2. Aims

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 our school community has a right to feel safe, secure, valued and of equal worth and importance. At Hillside Primary School, equality is the key principle for treating all people the same irrespective of their gender, ethnicity, disability, religious faith or faith traditions; sexual orientation, age or any other protected characteristics (Single Equalities Act 2010).

Areas included in this policy:

- Promoting Equality: Curriculum
- Promoting Equality: Achievement
- Promoting Equality: The ethos and culture of the school
- Staff Recruitment and Professional Development
- Promoting Equality: Countering and Challenging harassment and bullying
- Promoting Equality: Partnerships with Parents/Carers and the Wider Community

3. Curriculum

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

- High quality curriculum planning that reflects the diversity of our school community and commitment to equality;
- The Curriculum prepares pupils for life in a diverse society and opportunities to reflect the background and experience of pupils and families in the school;
- There are opportunities in the curriculum to explore concepts and issues related to identity and equality;
- The promotion of attitudes and values that celebrate and respect diversity and challenge discriminatory behaviour and language wherever it occurs;



- The use of images and materials which positively reflect a range of cultures, identities and lifestyles.

4. 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 her school are expected to provide good, positive role models in their approach to all issues relating to equality and opportunity;
- It is important to identify the particular needs of all individuals and groups within the school and to use targeted interventions to narrow gaps in achievement;
- A range of teaching methods is used throughout the school to ensure that effective learning take place at all stages for all pupils.
- All pupils are actively encouraged to engage fully in their own learning.

5. The Ethos and Culture of the School

- At Hillside Primary School, we are aware that those most involved in 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;
- Reasonable adjustments will be made to ensure access for pupils, staff and visitors (including parents) with disabilities (this not only includes physical access, but also considers the 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 voice - for example: through advocacy, the school council, pupil perception surveys – and there are regular opportunities to engage with pupils about their learning and the life of the school;
- Positive role models are used throughout the school to ensure that different groups of pupils feel welcomed and included.

6. Staff recruitment and Professional Development

- All those involved in recruitment and selection are aware of what they should do to avoid discrimination to ensure equality of opportunity.



- Access to opportunities for professional development is monitored on equality grounds;
- Equalities policy and practise is covered in all staff inductions;
- Employment policy and procedures are reviewed regularly to check conformity with legislation and the impact of policies are kept under regular review.

7. **Countering and Challenging Harassment and Bullying**

- 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 has a nominated member of staff responsible for recording and monitoring incidents;
- The school reports to Governors, parents and the LA on an annual basis the number of prejudice related incidents recorded in the school.

8. **Partnerships with parents/carers and with wider community**

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

- 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 the parent partnership, to ensure parents' views are captured to inform practise;
- To work towards The Leading Parent Partnership Award
- Encourage members of the local community to join in school activities and celebrations;
- Ensure that the parents/ carers of newly arrived pupils are made to feel welcome.

The Public Sector Equality Duty 2011 has three aims under the general duty for schools, academies and settings:

- a. **Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act** by removing or minimising disadvantages suffered by people due to their protected characteristics.
- b. **Advance equality of opportunity between people who share a protected characteristic and those who do not.** By taking steps to meet the needs of people from protected groups where these are different from the needs of other people.
- c. **Foster good relations between people who share a protected characteristic and those who do not.** By encouraging people from protected groups to participate in public life or in other activities where their participation is disproportionately low.



Our school has considered how well we currently achieve these aims with regard to the protected characteristics: age, gender reassignment, being married or in a civil partnership, being pregnant or on maternity leave, disability, race (including colour, nationality, ethnic or national origin, religion or belief, sex, sexual orientation) as well as an additional area being economically disadvantaged.

In compiling this equality information, we have:

- Identified evidence already in the school setting of equality within policies and practice and identified gaps.
- Examined how our school engages with protected groups, identifying where practice could be improved.
- Analysed our effectiveness in terms of equality.

SUMMARY OF OUR EQUALITIES EVIDENCE

In relation to **AGE**, the evidence we hold tells us:

- Staff and Governor age is varied
- Recruitment is based on ability and not age.
- All pupils are expected to work hard and are treated with respect.
- Independence is encouraged regardless of age.

In relation to **GENDER REASSIGNMENT**, the evidence we hold tells us:

- Our curriculum, school policies and recruitment procedures do not discriminate.
- We would make 'reasonable adjustments' if notified of any issues as we have for other needs.

In relation to **BEING MARRIED/IN A CIVIL PARTNERSHIP**, the evidence we hold tells us:

- Recruitment is based on ability not marital status.

In relation to **PREGNANCY, PATERNITY AND MATERNITY**, the evidence we hold tells us:

- We complete a risk assessment to meet the needs of individuals who are pregnant using Health and Safety guidelines.



- All staff can ask to work hours to suit them on returning to work after maternity leave.
- Most staff choose to return to work at Hillside Primary School after maternity leave.
- There is good liaison between the school, the school nurse and other agencies.

In relation to **DISABILITY**, the evidence we hold tells us:

- We have pupils with medical needs and both visible and invisible disabilities.
- Pupils, parents and staff with needs relating to disabilities feel included in school life.
- We make reasonable adjustments for pupils and staff with disabilities.
- The PSHE and Citizenship curriculum addresses disability in an age appropriate way in each year group.
- Assemblies address disabilities and individual pupil needs and abilities in a way that they feel comfortable and are encouraged to participate.
- Our pupils are tolerant and understanding towards pupils with disabilities, including those who have invisible disabilities such as ADHD and autism or medical needs, due to our open and honest discussions with pupils and parents about individual needs.
- We have good access for children with disabilities and will make reasonable adaptations where needed. The ground floor of our school building is accessible for wheelchair use.
- We have good proven procedures in place to ensure smooth transitions between key stages and schools for disabled pupils.
- A disabled parking space within the school car park is available for parents to use by arrangement.
- Our Health and Safety Policy meets the needs of individual children.

In relation to **RACE**, the evidence we hold tells us:

- We live in a diverse community and our school population is multicultural. This means our pupils are tolerant and understanding of different race issues.
- Racial incidents are uncommon, dealt with promptly and are reported to Governors.
- Relevant policies include all children/ staff in school.
- We promote British Values.
- Displays promote racial equality.



- We involve all pupils and families in all aspects of school life.
- Our Equal Opportunities Policy allows for the inclusion of all groups.

In relation to **RELIGION AND BELIEF**, the evidence we hold tells us:

- The RE and PSHE curriculum is varied and includes many different religions and beliefs to promote inclusion.
- We practice Equality and Diversity in Employment.
- We invite/visit Christian leaders to lead assemblies and collective worship and welcome visitors from other faiths to our school. However, we need to increase our religious speakers from other religions other than Christianity.
- All staff have completed 'Prevent' Training and receive regular updates.

In relation to **SEX**, the evidence we hold tells us:

- All pupils have access to after school clubs.
- All children have regular access to qualified sported coaches. Teams are often mixed.
- Our staff and older pupils challenge gender bias and stereotypes.
- Consideration is taken for children who are questioning/ exploring their gender identity/ expression if different from the sex they were assigned at birth.

In relation to **SEXUAL ORIENTATION**, the evidence we hold tells us:

- Our Science, Health and Relationship Education suits our pupils needs.
- We have an Equal Opportunities Policy to address this.
- Children rarely use negative language regarding sexual orientation but this is always challenged by staff and is reported to Governors.
- Our pupils readily accept that all families are different and are made up of many different combinations of people.
- Pupils and families tend to approach the school to discuss any issues.

In relation to **ECONOMICALLY DISADVANTAGED**, the evidence we hold tells us:



- The progress of pupils who qualify for Pupil Premium are tracked by staff and Governors and form part of regular discussions with class teachers.
- Discussion are held with these pupils and their parents as part of our normal reporting process, with extra meetings organised is required.

Responsibility for the Policy

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

The Governing Body has a responsibility that:

- The school complied with all equalities legislation relevant to the school community;
- The school's equalities policy is maintained and updated regularly; and that equality schemes are easily identifiable (these maybe 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 Governor will have an overview, on behalf of the governing body, on all prejudice related incidents or incidents which are in breach of this policy and ensure that appropriate action is taken in relation to these incidents.

The Headteacher and Senior Leadership team has a responsibility that:

- 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 a responsibility that:

- The implementation of the school's equality 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.



Hillside Primary School Equality and Inclusion Objectives: School Year 2023 - 2024

Equality Focus	Action	Success Criteria	Date to be completed by	Who will be responsible for implementation
All	To publish and promote the Equality Policy/Plan through the website, newsletter	All stakeholders are aware of the Equality Policy/Plan.	Ongoing	Headteacher Inclusion Leader
All	To ensure that displays in classrooms and corridors promote diversity in terms of race, gender and ethnicity.	Increase in pupil participation, confidence and positive identity	Ongoing	Leadership team
All	Ensure all pupils are given the opportunity to make a positive contribution to the life of the school e.g. through pupil voice, school council, student leadership team, inclusion ambassadors, anti-bullying ambassadors, class assemblies, community and fundraising.	Representation evident and monitored by race, gender, disability.	Ongoing	Leadership team
All	To establish regular coffee mornings/ afternoon teas sessions which are accessible to all, to share information, discuss key issues and updates.	Parents attend session and feel they are valued.	Ongoing	Headteacher
Race	To identify, respond and report all racist incidents as outlined. All figures to be reported to the Governing Body.	Staff are aware of and respond to any racist incident. The data will be used by the HT to assess the impact of the school's responses.	Ongoing	Headteacher/ Governing Body



Disability	All training to be disseminated to all staff	All staff are informed of the most up to date information.	Ongoing	Headteacher SENCO Senior Leadership Team Inclusion team
	Continued deployment of additional support staff for children with disabilities to support social development at playtimes.	Children are able to have happy and calm playtimes and to form sustainable friendships.		
Religious Belief	We will continue to increase the number of multi-faith visitors to school whilst maintaining our links with the local Christian place of worship	Children will have a range of cultural experiences and gain first-hand experiences of different cultures, religions and customs.	Ongoing	RE Subject Leader All teachers

Updated: May 2024

Review: May 2025