



## Hartsbourne Primary School

**Mission statement: Valuing Potential; Creating Opportunities**

### **Equality and Diversity Policy**

To be read in conjunction with the following policies: Admissions, Assessment, Behaviour, Race Equality, Inclusion, English as An Additional Language, RE, SEND Policies

#### **POLICY REVIEW**

This policy has been agreed by staff and Governors and will be regularly reviewed.

<b>DATE OF POLICY:</b>	September 2025	<b>DATE OF NEXT REVIEW:</b>	September 2026
<b>MONITORED BY:</b>	HEAD OF SCHOOL, PUPIL PROGRESS COMMITTEE		

#### **Rationale**

At Hartsbourne Primary School we are committed to ensuring equality of education and opportunity for all students, staff, parents and carers. This is irrespective of race, gender, disability, faith or religion, sexual orientation or socioeconomic background.

We will foster a strong culture of inclusion and diversity in which all those connected to the school feel proud of their identity and are able to participate fully in school life. We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here. We monitor the achievement of all students by ethnicity, gender, socioeconomic background and SEND. This data is used to support the students, raise standards and ensure inclusive teaching. We will tackle discrimination by the positive promotion of equality, challenging all types of bullying and stereotypes and creating an environment where everyone feels valued.

This Equality and Diversity Policy will enable the school to address the responsibilities placed upon us by the Equality Act 2010. The Equality Act 2010 protects stakeholders from discrimination and harassment based on **protected characteristics**. These are:

- Disability
- Ethnicity and race
- Gender (sex)
- Gender identity and reassignment
- Pregnancy and maternity
- Religion or belief
- Sexual orientation

The school is also bound by the Specific Duties to publish information (updating it every three years) of its equality objectives for students, demonstrating compliance of the Act. This policy will be reviewed every three years but will be reviewed early (September 2026) to bring it in line with the time-frame of the school's equality objectives.

#### **Aims**

The school will fulfil the remit of the policy by:



- Eliminating discrimination, harassment and victimisation and other conduct that is prohibited by the Act
- Advancing equality of opportunity between people who share a protected characteristic and people who do not share it
- Fostering good relations across all characteristics: between people who share a protected characteristic and people who do not share it

## **Practice**

### **1. Teaching and Learning**

We aim to provide all students with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, we will:

- Take account of the achievement of all students when planning lessons and set challenging learning objectives
- Use materials that reflect the diversity of the school population and local community in terms of ethnicity, gender and disability, without stereotyping
- Provide opportunities for students to appreciate their own culture and celebrate the diversity of other cultures
- Ensure equality of access for all students and prepare them for life in a diverse society
- Promote teaching strategies appropriate for the whole school, which are inclusive and reflective of our students
- Encourage discussion of equality issues to promote positive and continued impact on social stereotypes, expectations and the improvement on learning
- Promote attitudes and values that will challenge discriminatory behaviour related to the protected characteristics (sex, race, disability, religion or belief, sexual orientation, gender reassignment, pregnancy or maternity)
- Monitor achievement data by ethnicity, gender, disability, socioeconomic background and SEND
- Implement robust intervention strategies to close any gaps
- Seek to involve all parents and carers in supporting their child's education

### **2. Admissions and Suspensions**

Our admissions arrangements are fair and transparent and do not discriminate against any of the protected characteristics (sex, race, disability, religion or belief, sexual orientation, gender reassignment, pregnancy or maternity). Reasonable adjustments may be made to ensure that a disabled student can benefit from a high-quality learning experience to the same extent that an able student can.

Suspensions will always be based on the school's Behaviour Policy and will be closely monitored to ensure equality and fairness.

### **3. Equal Opportunities for Staff**

We are committed to the principles of equal opportunities and the monitoring of equality in all aspects of staffing and employment. All staff appointments and promotions are made on the basis of merit and ability and in compliance with the law. We will ensure as far as possible that the staffing of the school reflects the diversity of our community.

## **Employer Duties**



We eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce. The school will not discriminate or treat employees any less favourably on account of a protected characteristic. When appointing staff or re-evaluating staffing structures, all decisions made will be free from discrimination.

Actions to ensure this commitment is met include:

- Monitoring recruitment and retention including bullying and harassment of staff
- Providing continued professional development opportunities for all staff

#### **4. Equality and the Law**

##### **4a. Race Equality**

In accordance with the Equality Act 2010, we will ensure that our Public Sector Equality Duty (PSED) complies, in relation to all students, with the need to:

- Eliminate racial discrimination
- Promote equality of opportunity
- Promote good relations between people of different racial ethnicities

##### **4b. Disability**

The Equality Act 2010 defines a disabled person as someone who has 'a physical or mental impairment which has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.' We will ensure that as a school we will have due regard to:

- Promoting equality of opportunity for all people including those with a disability
- Eliminating discrimination and harassment of disabled people that is related to their disability
- Promoting positive attitudes towards disabled people
- Encouraging participation in public life by disabled people
- Taking steps to meet disabled people's needs, even if this requires more favourable treatment
- Providing an auxiliary aid or service for a disabled person when it would be reasonable to do so and if such an aid would alleviate any substantial disadvantage that the person faces in comparison to non-disabled people

The school site is steeply sloping with two playgrounds, a large field and a nature reserve. The school was built in 1971 of prefabricated materials, there is little insulation and internal classroom walls are made of metal. Since then PVS cladding was added externally and all windows have been replaced with double glazing and the old roofing materials were replaced. A new disabled access and electronic entrance, medical room and brick cladded staffroom extension, were built in 2010.

Disabled access to the school was improved in 2011 with a new ramp to the front entrance, automatic door to the main entrance, medical room and disabled toilet with shower. In 2018 an extension was built to the Reception classroom to include a small cloakroom, group activity area and extra storage. This provides more circulation space for the youngest children. In 2013 and 2016 extra railings were



added to the steps to the KS2 playground and internally. In 2023 a new Accessibility audit was undertaken, and an action plan written. We will continue to implement actions as they become viable.

#### **4c. Gender Equality**

Specific Duties of the Equality Act 2010 place duties on the school to eliminate unlawful discrimination and harassment on the grounds of gender. We will actively seek to:

- Eliminate unlawful discrimination and harassment on grounds of sex and gender reassignment
- Promote equality between men and women
- Plan our curriculum to include books and topics that promote strong role models

#### **4d. Sexual Orientation**

The Equality Act 2010 extends protection for discrimination against sexual orientation on grounds of religion/belief. It is not unlawful for teachers to express their views provided it is done so in an appropriate manner or context (such as in an RE lesson, debating club, assembly or relevant tutor activity). We will actively seek to eliminate unlawful discrimination and harassment on grounds of sexual orientation

#### **4e. Pregnancy and Maternity**

The Equality Act 2010 makes it unlawful to discriminate against anyone who is pregnant or who is a mother. Due regard will be given to paternity leave. We will actively seek to:

- Eliminate unlawful discrimination and harassment on grounds of pregnancy or maternity
- Complete a risk assessment which will be reviewed regularly to ensure that any pregnant member of staff is supported appropriately

#### **4f. Community Cohesion**

We actively promote good relations between students from different races, faiths/beliefs and socio-economic backgrounds to achieve their maximum potential. We will ensure that:

- Provision supports the highest standards of attainment
- Lessons promote common values and help students celebrate differences and challenge prejudice and stereotyping
- There is support for students whom English is an additional language to enable them to achieve their maximum potential
- Barriers that restrict access and participation are removed
- Effective approaches to deal with and monitor incidents of prejudice, bullying and harassment are implemented
- Our links outside the school are used to positively enhance community cohesion
- Students, families and the wider community are fully involved in the life of the school
- Translated communication sent to families with English as an additional language, including weekly school notices

### **5. Roles and Responsibilities**

#### **5a. The Role of Governors:**

The governing body will:



- Set out its commitment to equal opportunities and will continue to do all it can to ensure that the school is fully inclusive to students, and responsive to their needs based upon the protected characteristics.
- Seek to ensure that people are not discriminated against when applying for positions at our school on grounds of the protected characteristics.
- Take all reasonable steps to ensure that the school environment gives access to people with disabilities and also strive to make school communications as inclusive as possible for parents, carers and students.
- Welcome all applications to join the school, whatever a child's socio-economic background, race, gender, disability, sexual orientation or religious belief.
- Ensure that no child is discriminated against whilst in our school on account of a protected characteristic.

#### **5b. The Role of the Executive Headteacher and Head of School**

It is their responsibility to:

- Implement the school's Equality and Diversity Policy and ensure that the full support of the governing body is given in this regard.
- Ensure that all staff are aware of the Equality and Diversity Policy and that teachers apply these principles and procedures fairly in all situations.
- Ensure that all appointment panels give due regard to this policy, so that no-one is discriminated against when it comes to employment or training opportunities.
- Promote the principle of equal opportunity when developing the curriculum, and promote respect for other people and equal opportunity to participate in all aspects of school life.
- Treat all incidents of unfair treatment and any incidents of bullying or discrimination, including racist incidents, with due seriousness.
- Record all racist and homophobic incidents on CPOM's in order to monitor frequency

#### **5c. The Role of all Staff**

All staff will:

- Maintain awareness of the school's Equality and Diversity Policy.
- Ensure that all students are treated fairly, equally and with respect.
- Provide material that gives positive images based on sex, race, disability, religion or belief, sexual orientation, pregnancy or maternity, and challenges stereotypical images.
- Challenge any incidents of prejudice, racism or homophobia, and record any serious incidents, reporting them as directed in line with school policy.
- Support and encourage each other to intervene in a positive way against any discriminatory incidents.

#### **5d. The Role of Students**

All students have an important role in supporting equal opportunities across the school and doing all they can to ensure that the school is fully inclusive by:

- Treating all incidents of unfair treatment and any incidents of bullying or discrimination, including racist incidents, with due seriousness and reporting them to an adult.



- Supporting and encouraging one another to intervene in a positive way and/or report any discriminatory incidents whether they occurred in person or on-line (cyberbullying)

## **6. Procedures**

### **6a. Tackling Discrimination**

Harassment on account of sex, race, disability, age, religion or belief, sexual orientation, gender reassignment, pregnancy or maternity is unacceptable and is not tolerated within the school environment. All staff are expected to deal with any discriminatory incidents that may occur. They are expected to know how to identify and challenge prejudice and stereotyping and to support the full range of diverse needs according to a student's individual circumstances.

Racist and homophobic incidents and other incidents of harassment or bullying, including cyberbullying, are dealt with by the member of staff present following the school's Behaviour Policy and recording on CPOM's.

Regular monitoring at SLT level takes place to ensure that any trends are addressed appropriately as required. Suspension and associated incident reports are presented at the Governing Body Committees and Full Governing Body throughout the year as appropriate.

### **6b. Defining a Discriminatory Incident**

Harassment on grounds of race, gender, disability, sexual orientation or other factors such as socioeconomic status, can take many forms including verbal or physical abuse, name calling, exclusion from groups and games, unwanted looks or comments, jokes and graffiti. This harassment can be in person or on-line in the form of cyber-bullying. A racist, sexual and HBT incident is defined as 'any incident which is perceived to be racist, sexual or HBT by the victim or any other person.'

### **6c. Types of Discriminatory Incidents**

Types of discriminatory incidents that may occur include:

- Physical assault against a person or group because of their colour, ethnicity, nationality, Physical disability, learning ability, sexual orientation or gender
- Use of derogatory names, insults or jokes, racist, sexist, homophobic or discriminatory graffiti
- Provocative behaviour such as wearing racist, sexist, homophobic or discriminatory badges or insignia
- Distributing discriminatory material via social media
- Verbal abuse or threats
- Incitement of others to discriminate or bully due to victim's race, physical disability, learning ability, gender or sexual orientation
- Discriminatory comments in the course of discussion
- Ridicule of an individual for difference e.g. food, music, religion, dress, etc.
- Refusal to co-operate with other people on grounds of race, gender, disability or sexual orientation
- Cyber-bullying
- Child on Child abuse

## **7. Responding to and Reporting Incidents**

The school makes it clear to students and staff how they report incidents is vital for maintaining a positive learning environment.



For all instances, at the first point of encountering or being made aware of an incident of harassment, the member of staff should record the incident on CPOM's and assign the incident to the Headteacher.

All incidents of harassment are treated as serious matters and will be responded to immediately. Where an allegation is made against a member of staff it must be dealt with under the (Staff Discipline Policy).

#### Appendix - Equality Objectives 2023 - 2026

Objective	Action	By When/Whom	Success Criteria
Raise the profile of world issues and how they are linked to protected characteristics.	Weekly Picture News assemblies followed up in class. Whole school fundraising or celebration days for World events.	All staff Weekly and Annually	Children will be able to talk about issues that affect the Global Community in a Pupil Voice session.
Encourage more girls to take up sports outside the curriculum (whilst recognising the different preferences of some girls)	Provide a wide range of sports both in PE lessons and in our extracurricular offer.	DH PE - Autumn Term 23 Extracurricular - September 24	Girls will be more enthusiastic about Sports - PE Pupil Voice
Design the Curriculum paying due attention to including a diverse range of texts and topics.	Annually review Curriculum Offer in every year group and map to the protected characteristics to ensure coverage.	All staff Ongoing	Our curriculum will be diverse and represent a range of different people as evidenced by the curriculum overviews.
Ensure that all children see themselves represented within the school environment.	Arrange for a variety of visitors to run assemblies and workshops. Thoughtfully choose topics and books for display.	All staff Ongoing	Diversity will be celebrated in the learning environment.
Implement the new Accessibility Plan from March 2023	Work towards completing the objectives on the accessibility plan.	NW, DH and AB Phased plans budgeted for each year.	The school site will be more accessible to people with a disability.