

# Henleaze Junior School



## Equalities Plan

### Review

Review Cycle	Date of Current Policy	Author(s) of Current Policy
Annual	July 2021	Adam Barber

### Ratification

Role	Name	Signature	Date
Chair PPC Committee	Katie Yeo		

### Details of Policy Updates

Date	Details

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## Safeguarding Statement

Henleaze Junior School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment, in accordance with the school's [Safeguarding Policy](#).

## Mission statement

At Henleaze Junior School we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of age, gender reassignment, marital status, being pregnant or on maternity leave, disability, race (including colour, nationality, ethnic or national origin), religion or belief, sex, sexual orientation (hereafter referred to as “protected characteristics”). We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life.

The achievement of pupils will be monitored by race, gender, ethnicity and disability and other relevant protected characteristics and we will use this data to support pupils, raise standards and ensure inclusive teaching. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all. We believe that diversity is a strength, which should be respected, promoted and celebrated by all those who learn, teach and visit here.

## 1. Aims

- 1.1. Our school aims to meet its obligations under the public sector equality duty by having due regard to the need to:
  - 1.1.1. Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010.
  - 1.1.2. Advance equality of opportunity between people who share a protected characteristic and people who do not share it.
  - 1.1.3. Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it.

## 2. Legislation and guidance

- 2.1. This document meets the requirements under the following legislation:
  - 2.1.1. [The Equality Act 2010](#), which introduced the public sector equality duty and protects people from discrimination.
  - 2.1.2. [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.
- 2.2. This document is also based on Department for Education (DfE) guidance: [The Equality Act 2010 and schools](#).

## 3. Roles and Responsibilities

### 3.1. The role of governors

- 3.1.1. The governing body has set out its commitment to equal opportunities in this plan and it will continue to do all it can to ensure that the school is fully inclusive to pupils, and responsive to their needs based on any protected characteristics.
- 3.1.2. The governing body seeks to ensure that people are not discriminated against when applying for jobs at our school on grounds of any protected characteristics.
- 3.1.3. The governors take all reasonable steps to ensure that the school environment gives access to people with disabilities, and they also strive to make school communications as inclusive as possible for parents, carers and pupils.

3.1.4. The governors welcome all applications to join the school, regardless of socio-economic background or any protected characteristics.

3.1.5. The governing body strives to ensure that no child is discriminated against whilst in our school on account of protected characteristics or any other reason.

3.1.6. **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, and that they are reviewed and updated at least once every four years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher.

## 3.2. The role of the headteacher

3.2.1. It is the headteacher's role to implement the school's Equality Plan and s/he is supported by the governing body in doing so.

3.2.2. It is the headteacher's role to ensure that all staff are aware of the Equality Plan, and that teachers apply these guidelines fairly in all situations.

3.2.3. The headteacher ensures that all appointments panels give due regard to this plan, so that no-one is discriminated against when it comes to employment or training opportunities.

3.2.4. The headteacher promotes the principle of equal opportunity when developing the curriculum, and promotes respect for other people and equal opportunities to participate in all aspects of school life.

3.2.5. The headteacher treats all incidents of unfair treatment and any incidents of bullying or discrimination, including racist incidents, with due seriousness.

3.2.6. **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

## 3.3. The role of all staff: teaching and non-teaching

3.3.1. All staff will ensure that all pupils are treated fairly, equally and with respect, and will maintain awareness of the school's Equality Plan.

3.3.2. All staff will strive to provide material that gives positive images based on race, gender, disability and other protected characteristics and challenges stereotypes.

3.3.3. All staff will challenge any incidents of prejudice or discrimination, including racism or homophobia, and record any serious incidents in line with school procedures, drawing them to the attention of the headteacher.

3.3.4. All school staff are expected to have regard to this document and to work to achieve the objectives as set out in **Appendix B – HJS Equalities Action Plan**.

3.3.5. Teachers support the work of ancillary or support staff and encourage them to intervene in a positive way against any discriminatory incidents.

## 4. Advancing equality of opportunity

4.1. 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. enabling Muslim pupils to pray at prescribed times)
  - 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 societies)
- 4.2. The school ensures it has due regard to equality considerations whenever significant decisions are made.
- 4.3. When appropriate, an Equalities Impact Assessment will be conducted and documented, in relation to significant changes in policy or procedure.
- 4.4. 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
- 4.5. Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.
- 4.6. Staff and governors are regularly reminded of their responsibilities under the Equality Act, for example during meetings. Where this has been discussed during a meeting it is recorded in the meeting minutes.
- 4.7. New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training annually.

## 5. Teaching and learning

- 5.1. We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, we will:
- 5.1.1. Use contextual data to improve the ways in which we provide support to individuals and groups of pupils;
  - 5.1.2. Monitor achievement data by ethnicity, gender and disability and other protected characteristics and action any gaps;
  - 5.1.3. Take account of the achievement of all pupils when planning for future learning and setting challenging targets;
  - 5.1.4. Ensure equality of access for all pupils and prepare them for life in a diverse society;
  - 5.1.5. Use materials that reflect the diversity of the school, population and local community in terms of race, gender, disability or other protected characteristics, without stereotyping;
  - 5.1.6. Promote attitudes and values that will challenge racist and other discriminatory behaviour or prejudice;
  - 5.1.7. Provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures;
  - 5.1.8. Seek to involve all parents in supporting their child's education;
  - 5.1.9. Encouraging classroom and staffroom discussion of equality issues which reflect on social stereotypes, expectations and the impact on learning;
  - 5.1.10. Including teaching and classroom-based approaches appropriate for the whole school population, which are inclusive and reflective of our pupils.

## 6. Equal Opportunities for Staff

- 6.1. We are committed to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing and employment.
- 6.2. All staff appointments and promotions are made on the basis of merit and ability and in compliance with the law. Equality aspects in respect of all protected characteristics are considered when appointing staff and particularly when allocating Teaching and Learning Responsibilities (TLR) or re-evaluating staff structures, to ensure decisions are free of discrimination.
- 6.3. As an employer we need to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce.
- 6.4. Actions to ensure this commitment is met include:
  - Monitoring recruitment and retention including bullying and harassment of staff;
  - Continued professional development opportunities for all staff;
  - Senior Leadership Team support to ensure equality of opportunity for all.
  - Robust policies and procedures for dealing with allegations of bullying or harassment.

## 7. Fostering good relations

- 7.1. 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 (Religious Education), PSHE (Personal, Social and Health Education) and RSE (Relationships and Sex Education). It also includes 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
  - Holding 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
  - 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

## 8. Tackling discrimination

- 8.1. Harassment on account of any protected characteristic is unacceptable and is not tolerated within the school environment.
- 8.2. 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 pupil's individual circumstances.
- 8.3. Racist and homophobic incidents and other incidents of discrimination, harassment or bullying are dealt with by the member of staff present, and are reported to the class teacher and headteacher. Statistical data are reported to the governing body, including analysis of trends and actions taken.

## 9. Responding to and reporting incidents

- 9.1. It should be clear to pupils and staff how they report incidents. All staff, teaching and non-teaching, should view dealing with incidents as vital to the well-being of the whole school.
- 9.2. All incidents should be dealt with and recorded in line with school procedures.
- 9.3. The procedure for responding and reporting is outlined below:



## 10. Review of progress and impact

- 10.1. The Plan has been agreed by our Governing Body. We have a rolling programme for reviewing our school policies and their impact. In line with legislative requirements, we will review progress against our Equality Action Plan annually and review the entire plan and accompanying action plan on a four year cycle.
- 10.2. In order to meet the statutory requirements to publish a Disability Equality Scheme and Gender Equality Scheme, we will:
- Publish our plan on the school website;
  - Raise awareness of the plan through the school newsletter, assemblies, staff meetings and other communications;
  - Make hard copies available on request.