



Timothy Hackworth Primary School

'Respectful and resilient; being the best that we can be.'

Equalities Policy Statement

CRC Article 8: All children have the right to a unique identity.



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| Date policy approved/adopted: | February 2022 |
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| Approved by: | Governing Body |
| Head Teacher signature: | <i>L. Boulton</i> |
| Chair of Governors signature: | <i>P. Crook</i> |

Equalities Policy Statement

CRC Article 8: All children have the right to a unique identity.

CRC Article 29: All children have the right to be the best that they can be.

Date of Policy: February 2022

Review Date: February 2026

Our School Vision

May our Rights Respecting School be a happy place for us all to learn; where every one of us is valued and safe in our Timothy Hackworth School Family. May we all be the best that we can be by making a positive difference to each other, our community in Shildon and the wider world in which we all live.

Mission Statement (written by children):

We would like our school, which reflects British Values, to be at the heart of the community, sharing, supporting and learning together with everyone as equals. Our children have the right to high quality learning experiences to help them to be the best that they can be.

We encourage our children to be creative, unique, open-minded and independent individuals, respectful of themselves and of others in our school, our local community and the wider world.

We aim to nurture our children on their journey through life so that they can grow into safe, caring, democratic, responsible and tolerant adults who make a positive difference to British Society and to the world.

We must, under the general duty of public sector equality duty, in the exercise of our functions, have due regard to the need to:

- ✓ Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited under the Act;
- ✓ Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it;
- ✓ Foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

This will apply to all pupils, staff and others using the facilities. We will give relevant and proportionate consideration to the public sector equality duty.

The protected characteristics for the school's provisions are:

- Disability
- Gender reassignment
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation
- Age
- Marriage and Civil Partnerships

Age, and marriage and civil partnership, are NOT protected characteristics for the school's provisions for pupils.

We will have **due regard** to advancing equality of opportunity, including making serious consideration of the need to:

- Remove, or minimise, disadvantages suffered by persons who share a relevant protected characteristic that are connected to that characteristic;
- take steps to meet the needs of persons who share a protected characteristic that are different from the needs of persons who do not share it;
- encourage persons who share a relevant protected characteristic to participate in public life or in any activity in which participation by such persons is disproportionately low.

We will take into account the six Brown principles of 'due regard':

- **awareness** – all staff know and understand what the law requires;
- **timeliness** – implications considered before they are implemented;
- **rigour** – open-minded and rigorous analysis, including parent/pupil voice;
- **non-delegation** – the PSED cannot be delegated;
- **continuous** – ongoing all academic year;
- **record-keeping** – keep notes and records of decisions and meetings.

We welcome the opportunity to be transparent and accountable. To this end, we fulfil the specific duties of the Act by:

- ✓ publishing our equality information;
- ✓ publishing our equality objectives.

We aim to make the information accessible, easy to read and easy to find.

Legal Framework

We welcome our duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age (as

appropriate), disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

We welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.

We recognise these duties are essential to reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN

Convention on the Rights of People with Disabilities, and the Human Rights Act

1998 and the Public Sector Equality Duties 2010.

Guiding principles

In fulfilling the legal obligations cited above, we are guided by nine principles:

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| Principle 1: All learners are of equal value. |
| We see all learners and potential learners, and their parents and carers, as of equal value. |
| Principle 2: We recognise and respect difference. |
| Treating people equally, (Principle 1 above), does not necessarily involve treating them all the same. Our policies, procedures and activities must not discriminate, but must, nevertheless, take account of differences of life-experience, outlook and background, and in the kinds of barrier and disadvantage which people may face. |
| Principle 3: We foster positive attitudes and relationships, and a shared sense of cohesion and belonging. |
| We intend that our policies, procedures and activities should promote: <ul style="list-style-type: none">• positive attitudes towards disabled people, good relations between disabled and non-disabled people, and an absence of harassment of disabled people;• positive interaction, good relations and dialogue between groups and communities different from each other, in terms of ethnicity, culture, religious affiliation, national origin or national status, and an absence of prejudice-related bullying and incidents;• mutual respect and good relations between boys and girls, and women and men, and an absence of sexual, homophobic, biphobic and transphobic harassment;• positive attitudes and understanding of women who are pregnant or during their maternity. |

Principle 4: We observe good equalities practice in staff recruitment, retention and development.

We ensure that policies and procedures should benefit all employees and potential employees, for example, in recruitment and promotion, and in continuing professional development.

Principle 5: We aim to reduce and remove inequalities and barriers that already exist.

In addition to avoiding or minimising possible negative impacts of our policies, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist.

Principle 6: We consult and involve widely.

People affected by a policy or activity, should be consulted and involved in the design of new policies, and in the review of existing ones. We consult and involve all sectors of the school community.

Principle 7: Society as a whole should benefit.

We intend that our policies and activities should benefit society as a whole, both locally and nationally, by fostering greater social cohesion, and greater participation in public life.

Principle 8: We base our practices on sound evidence.

We maintain and publish information about our progress towards greater equality.

Principle 9: Objectives.

Every four years we formulate and publish specific and measurable objectives, based on the evidence we have collected and published. The objectives which we identify take into account national and local priorities and issues, as appropriate. We keep our equality objectives under review.

The Curriculum

We keep each curriculum subject or area under review, in order to ensure that teaching and learning reflect the nine guiding principles.

Ethos and Organisation

We ensure that the guiding principles apply to the full range of our policies and practices, including those that are concerned with:

- pupils' progress, attainment and achievement;
- pupils' personal development, welfare and well-being;
- teaching styles and strategies;
- admissions and attendance;
- staff recruitment, retention and professional development;
- care, guidance and support;
- behaviour, attitudes and exclusions;
- working in partnership with parents, carers and guardians;
- working with the wider community.

Addressing Prejudice and Prejudice-Related Bullying

The school is opposed to all forms of prejudice which stand in the way of fulfilling the legal duties.

Prejudice-related incidents are recorded in the school's 'Incident Logs' which reflect the protected characteristics.

We take seriously the importance of recording the numbers, types and seriousness of prejudice-related incidents at our school and how they are dealt with. We also investigate potential patterns and trends of incidents.

Roles and Responsibilities

The Governing Body is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and action plans are implemented. An identified member of the Governing Body has a supporting role regarding the implementation of this policy.

The Head Teacher 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.

All staff are expected to:

- promote an inclusive and collaborative ethos in their classroom;
- respond to prejudice-related incidents that may occur;
- incorporate the principles of this policy into the curriculum;
- keep up-to-date with equalities legislation relevant to their work.

Information and Resources

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

All staff and governors are signposted towards a selection of resources which discuss and explain concepts of equality, diversity and community cohesion in appropriate detail.

Religious Observance

We respect the religious beliefs and practice of all staff, pupils and parents, and aim to comply with reasonable requests relating to religious observance and practice.

Staff Development and Training

We ensure that all staff receive appropriate training and opportunities for professional development around equalities.

Breaches of the Policy

Breaches of this policy will be dealt with in line with the school's Disciplinary Policy.

Monitoring and Evaluation

We collect, study and use information relating to the implementation of this policy, and make adjustments as appropriate. We collect, analyse and use data in relation to achievement, relevant and appropriate to the profile of the school.

For further information on the Equality Act 2010, please see the document published by the DfE: 'Equality Act 2010: Advice for School Leaders'.