



## Heath Hayes Academy



# Equality Information and Objectives Policy

November 2021

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## **Statement of Intent**

Heath Hayes Academy recognises that certain groups in society have historically been disadvantaged because of unlawful discrimination they have faced due to their race, sex, disability, gender reassignment, marriage/civil partnership, religion/belief, sexual orientation or age.

This policy will put in place a range of actions to eliminate prejudice, unlawful discrimination and victimisation within the school community and workforce.



## **1. Legal framework**

1.1. This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Human Rights Act 1998
- The Special Educational Needs and Disability Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
- Public Sector Equality Duty (PSED)
- Data Protection Act 2018
- The UK General Data Protection Regulation (GDPR)

1.2. This policy also has due regard for non-statutory guidance, including the following:

- DfE (2014) 'The Equality Act 2010 and schools'

1.3. The Equality Act 2010 provides a modern, single legal framework with three broad duties:

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

1.4. For the purpose of this policy, the Equality Act 2010 will be referred to as 'the Act'.

1.5. The school fully understands the principles of the Act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equal opportunities.

1.6. Protected characteristics, under the Act, are as follows:

- Age
- Disability
- Race, colour, nationality or ethnicity



- Sex
- Gender reassignment
- Maternity and pregnancy
- Religion and belief
- Sexual orientation
- Marriage and civil partnership

1.7. The Act makes it unlawful for the responsible body of a school to discriminate against, harass or victimise a pupil or potential pupil:

- In relation to admissions.
- In the way it provides education for pupils.
- In the way it provides pupils access to any benefit, facility or service.
- By excluding a pupil or subjecting them to any other detriment.

1.8. The responsible body for the school is the proprietor.

1.9. The school's liability not to discriminate, harass or victimise does not end when a pupil has left the school, but will apply to subsequent actions connected to the previous relationship between school and pupil, such as the provision of references on former pupils or access to "old pupils" communications and activities.

1.10. The school will promote equality of opportunity for all staff and job applicants and will work in line with the Equal Opportunities and Dignity at Work Policy.

## **2. Principles and aims**

2.1. We see all learners and potential learners, and their parents, as of equal value, regardless of any protected characteristic.

2.2. Our policies, procedures and activities will not discriminate but must nevertheless take account of differences in life-experience, outlook and background, and in the kinds of barriers and disadvantages which people may face in relation to any protected characteristic.



2.3. The school will promote race equality and have due regard to eliminating unlawful racial discrimination, promoting equality of opportunity and good relations between people of different racial groups.

2.4. The school will promote disability equality, ensuring equality of opportunity, eliminating unlawful discrimination and disability-related harassment and encouraging participation by disabled people in public life.

2.5. The school will promote gender equality by eliminating unlawful discrimination and harassment, and promote the equality of opportunity between men and women, girls and boys.

2.6. Transgender people are explicitly covered by the PSED. For the purposes of this policy, the term 'transgender' refers to an individual whose gender expression or identity is different from that traditionally associated with the sex they were assigned at birth.

2.7. The school will respect the confidentiality of those seeking gender reassignment and will provide a supportive environment within the community.

2.8. The school is opposed to all forms of prejudice and recognises that children and young people who experience any form of prejudice-related discrimination may fare less well in the education system.

2.9. The school will ensure that all staff comply with the appropriate equality legislation and regulations.

2.10. The school's Admissions Policy will not discriminate against any protected characteristic in any way.

2.11. The school will:

- Ensure staff are aware of their responsibilities, given necessary training and support, and report progress to the governing board.
- Ensure that the recording and reporting of equality and diversity is sufficiently scrutinised.
- Foster positive attitudes and relationships, a shared sense of cohesion and belonging, and ensure this is promoted in our policies, procedures and activities.
- Observe good equalities practice in staff recruitment, retention and development, and ensure that all policies and procedures benefit all employees and potential employees regardless of any protected characteristic, and with full respect for legal rights relating to pregnancy and maternity.
- Reduce and remove inequalities and barriers that already exist.



- Engage with a range of groups and individuals to ensure that those who are affected by a policy, procedure or activity are consulted and involved in the design of new policies, and in the review of existing ones.
- Ensure that policies, procedures and activities benefit society as a whole, both locally and nationally, by fostering greater social cohesion, and greater participation in the public life of everyone, regardless of any protected characteristic.
- Ensure staff promote an inclusive and collaborative ethos in the school, challenging inappropriate language and behaviour, responding appropriately to incidents of discrimination and harassment, and showing appropriate support for pupils with additional needs, maintaining a good level of awareness of issues surrounding equality.

### **3. Roles and responsibilities**

#### 3.1 The governing board will:

- Ensure that the school complies with the appropriate equality legislation and regulations.
- Meet its obligations under the PSED to:
  - Publish equality objectives at least every four years commencing on the date of the last publication.
  - Update and publish information every year to demonstrate school compliance with the PSED.
- Ensure that the school's policies and procedures are developed and implemented with appropriate equality impact assessments informing future plans.
- Ensure equal opportunities in its staff recruitment and promotion practices, professional development programmes and in membership of the governing board.
- Proactively recruit high-quality applicants from under-represented groups.
- Provide information in appropriate and accessible formats.
- Ensure that the necessary disciplinary measures are in place to enforce this policy.

#### 3.2. The headteacher will:

- Implement this policy and its procedures.
- Ensure that all staff members receive the appropriate equality and diversity training as part of their induction and CPD.
- Ensure that all parents, visitors and contractors are aware of, and comply with, the provisions of this policy.
- Actively challenge and take appropriate action in any case of discriminatory practice.
- Address any reported incidents of harassment or bullying in line with DfE guidance.



- Produce an annual report on the progress of implementing the provisions of this policy and report it to the governing board.

### 3.3. Employees will:

- Be mindful of any incidents of harassment or bullying in the school.
- Address any minor issues of harassment or bullying and report any major breaches of the policy to the headteacher.
- Identify and challenge bias and stereotyping within the curriculum and the school's culture.
- Promote equality and good relations, and not harass or discriminate in any way.
- Monitor pupils' progress and academic needs to ensure the appropriate support is in place.
- Keep up-to-date with equality legislation and its application by attending the appropriate training.

### 3.4. Pupils will:

- Not discriminate or harass any other pupil or staff member.
- Actively encourage equality and diversity in the school by contributing their cultural experiences and values.
- Report any incidences of bullying or harassment, whether to themselves or to others, to the appropriate member of staff.
- Abide by all the school's equality and diversity policies, procedures and codes.

## 4. Equality Objectives

4.1. The school is committed to promoting the welfare and equality of all its staff, pupils and other members of the school community. To achieve this, the school has established the following objectives:

- To ensure that all learners have equal access to a rich, broad, balanced and relevant curriculum.
- To eliminate any discrimination, harassment and victimisation. To ensure that no-one is unfairly or illegally disadvantaged as a consequence of their age, disability, gender, gender-identity, sexual orientation, colour, race, ethnic or national origin, disability or religious beliefs.
- To recognise and celebrate diversity within our community whilst promoting community cohesion.





4.2. The school will regularly review the steps being taken and the progress made towards the achievement of these objectives and, in line with the specific duties of the PSED, publish this information on the school website every year.

4.3. The school will update and publish its equality objectives at least every four years.

## **5. Collecting and using information**

5.1. In accordance with the requirements outlined in the Data Protection Act 2018, personal data will be lawfully collected and processed in line with the principles and practices outlined in the Data Protection Policy and only for specified, explicit and legitimate purposes, e.g. to comply with the school's legal obligations.

5.2. The school will collect equality information for the purpose of:

- Identifying key issues, e.g. unlawful discrimination in teaching methods.
- Assessing performance, e.g. benchmarking against similar organisations locally or nationally.
- Taking action, e.g. adapting working practice to accommodate the needs of staff who share protected characteristics.

5.3. The school will build an equality profile for staff to assist with identifying any issues within their recruitment regime. The school will obtain the following information from their staff:

- Recruitment and promotion
- Numbers of part-time and full-time staff
- Pay and remuneration
- Training
- Return to work of women on maternity leave
- Return to work of disabled employees following sick leave relating to their disabilities
- Appraisals
- Grievances (including about harassment)
- Disciplinary action (including for harassment)
- Dismissals and other reasons for leaving

5.4. The school will use the information they obtain to analyse any gaps present in their equality documents.



## **6. Publishing Information**

6.1. The school will publish information to demonstrate its compliance with the Act.

6.2. The school will publish information relating to persons within the school community who share relevant protected characteristics.

6.3. The school will not provide this information if:

- The employee is employed under contract personally to do work.
- The employer does not have, and it is not reasonably practicable for the employer to obtain the data.

6.4. The school will publish findings in their annual report.

6.5. The school will update its equality objectives at least every four years and publish on the school website.

6.6. The school will publish information on the school website every year which will show the progress made towards the achievement of the equality objectives.

## **7. Promoting Equality**

7.1. In order to meet our objectives, the school has identified the following priorities:

- To ensure that this policy is applied to all we do.
- To ensure that pupils and parents are fully involved in the provision made by the school.
- To ensure that within the school budget, adequate funding is provided to 3 underpin this policy and that intervention, positive and preventative action is funded where necessary.

7.2 The school will consult with stakeholders to establish equality objectives and draw up a plan based on information collected on protected groups and accessibility planning.

7.3. Any reports of bullying and prejudice will be carefully monitored and dealt with accordingly.

7.4. Annual training will be given to all staff to ensure that they are aware of the process for reporting and following up incidents of prejudice-related bullying.



## **8. Addressing prejudice-related incidents**

8.1 The school is opposed to all forms of prejudice.

8.2 The school will ensure that pupils and staff are aware of the impact of prejudice.

8.3 The school will address any incidents immediately and, where appropriate, report them to the LA.

## **9. Complaints procedures**

9.1. The school aims to resolve all complaints at the earliest possible stage and is dedicated to continuing to provide the highest quality of education possible throughout the procedure.

9.2. Any person, including a member of the public, is able to make a complaint about the provision of facilities or services that the school provides.

9.3. The school will adhere to the Complaints Policy - Academies to ensure a straightforward, impartial, non-adversarial process, that allows a full and fair investigation, respects confidentiality and delivers an effective response and appropriate redress.

9.4. If a complaint has completed the school's process and the complainant remains dissatisfied, they have the right to appeal, as outlined in the Complaints Policy - Academies.

9.5. The school works to develop good professional relationships between colleagues; however, we understand that sometimes conflicts may arise. Through maintaining open communication, we want our employees to feel able to raise any grievances so that appropriate and effective solutions can be put in place. Grievances raised by staff members will be processed in accordance with the school's Grievance Policy.

## **10. Curriculum**

10.1. All pupils will be entitled to access a broad and balanced curriculum and to teaching and learning opportunities which meet their needs, including extra support where this has been identified as a statutory need.

10.2. When planning the curriculum, the school will take every opportunity to promote and advance equality.



10.3. When teaching the curriculum, the school will promote equality and will not subject individuals to discrimination.

10.4. The school will develop an appropriate curriculum for all pupils in all vulnerable groups.

10.5. The school will ensure lessons are designed for pupils to develop their knowledge of the world and the importance of equality.

## **11. Monitoring and review**

11.1. The headteacher will review this policy annually, to ensure that all procedures are up-to-date.

11.2. The policy will be monitored and evaluated by the headteacher and governing board in the following ways:

- Individual attainment data
- Equality impact assessments
- Ofsted inspection judgements on equality and diversity
- Incident records related to harassment and bullying

11.3. Any changes made to this policy will be communicated to all members of staff.



Equality Objectives	Rationale	Actions to be taken	Annual review
<p><b>O1 - To improve outcomes for all pupils, including key groups of pupils who are currently underachieving, focusing on SEN-D pupils and disadvantaged pupils (in line with current school strategies for improving outcomes across the school).</b></p>	<p>Achievement across the school is improving following two years of uncertainty during the COVID 19 pandemic and limited access/engagement to remote education, including for disadvantaged pupils and children with SEND. Whilst the catch up funding made a significant impact on attainment, it is important that this continues so that vulnerable groups of pupils are achieving outcomes and making progress in line with their peers.</p> <p>48% of pupils are deemed to be disadvantaged or have SEND.</p>	<ul style="list-style-type: none"> <li>● Headteacher to resume the role of SENDCo in the interim.</li> <li>● Recruit a 0.4 SENDCo</li> <li>● Headteacher to liaise closely with the Pupil Premium governor.</li> <li>● Pupil Premium strategy developed and implemented to rapidly improve progress of disadvantaged pupils.</li> <li>● Quality First Teaching strategic development and CPD</li> <li>● Attendance to be reviewed at regular intervals and early intervention work carried out.</li> </ul>	<ul style="list-style-type: none"> <li>- SENDCo appointed May 2022 0.6 contract</li> <li>- Governance recruitment in place. Link governor roles allocated</li> <li>- DSL &amp; Inclusion lead - Attendance clinics in place, robust attendance monitoring system in place</li> <li>- NTP in place for disadvantaged students. 7 Teachers providing tutoring to small groups of children or 1:1</li> <li>- Pupil premium strategy is research based, feeding into CPD across the year</li> </ul>
<p><b>O2 - To ensure equity in awareness and the means to tackle all forms of prejudice-based bullying, so that all forms of bullying are viewed as equally unacceptable; including further raising awareness and</b></p>	<p>Pupils are thoughtful, caring and say that it is important to respect each other. They are clear that all forms of bullying and discrimination are wrong and will not be tolerated at the school. However, they are less</p>	<ul style="list-style-type: none"> <li>● Assemblies and PSHE curriculum – explicit identification of types of bullying.</li> <li>● Theme weeks and days focus on anti bullying and</li> </ul>	<ul style="list-style-type: none"> <li>- Development of ‘Learning for Life’ personal development at Heath Hayes.</li> <li>- Staff meetings held on</li> </ul>



<p><b>tackling homophobic and transphobic bullying.</b></p>	<p>clear (particularly in younger year groups) about homophobic bullying – although they fully support the principles of equality for all.</p>	<p>raise awareness of equity for protected characteristics.</p> <ul style="list-style-type: none"> <li>● Pupil voice and discussions.</li> <li>● Circle-time.</li> <li>● Lunchtime support staff trained in reporting all incidents through Arbor and repairing relationships through restorative practices.</li> </ul>	<p>identification of bullying, PCSO visits to year 5 and 6 pupils</p> <ul style="list-style-type: none"> <li>- Pupil voice gathered regularly</li> <li>- Lunchtime support staff training completed during INSET, and on Polling Day</li> <li>- Monitoring of lunchtime support/behaviour interactions with DSL &amp; Inclusion lead</li> <li>- Themed calendar of events to focus on equality and raise awareness</li> <li>- In class ‘learning for life’ sessions to be rolled out to all year groups</li> </ul>
<p><b>O3 - In meeting our statutory duty to implement the Prevent Agenda, to ensure that: Staff are trained and the school has clear systems to tackle possible extremism and radicalisation as part of our ongoing safeguarding procedures. Any stereotypes linked to extremism and radicalisation, such as associations with particular</b></p>	<p>Intake at the school is over 90% white British. The local area is predominantly White British and in an area of high deprivation. Pupils do not experience diversity in culture or ethnicity. White extremism is prevalent in the local area and there is a high risk of extremism, radicalisation and stereotypical assumptions being made about</p>	<p>CPD for all staff:</p> <ul style="list-style-type: none"> <li>● Staff awareness training: what do we know about our community?</li> <li>● What are the risks – high and lower profile risks/new risks.</li> <li>● What assumptions and stereotypes might we need to avoid?</li> </ul>	<ul style="list-style-type: none"> <li>- Local community staff awareness survey to be completed Summer Term</li> <li>- SG briefings fortnightly during staff meetings to highlight latest contextual safeguarding</li> <li>- Updates from SSSCB</li> <li>- Identify to be fed through</li> </ul>



<p><b>religions or ethnic groups, are fully challenged.</b></p>	<p>individuals from other cultures.</p>	<ul style="list-style-type: none"> <li>● Whole staff work on the importance of 'identity'</li> <li>● How do we support pupils to understand all their identities are valued?</li> </ul>	<p>'Learning for Life' personal development at HH.</p>
<p><b>O4 - To ensure that in developing new curriculum programmes of study within the curriculum pupils are given frequent opportunities to learn about different cultures and religions beyond their own experience, including the impact of racism.</b></p>	<p>Although pupils are caring and call out racism, knowing that it is wrong, they do not experience diversity in culture or ethnicity. They rely heavily on stereotypical views of white male and female role models and career paths and do not show an understanding of white privilege. Pupils have demonstrated a lack of awareness about the main religions and their core beliefs. They are unclear about the value diversity and exploring other cultures can bring.</p>	<ul style="list-style-type: none"> <li>● To ensure as part of curriculum development work opportunities are threaded through pupils learning experiences to build greater depth of knowledge.</li> <li>● Using the NAHT Primary Futures programme and local programmes and connections with workforce to raise aspirations and challenge stereotypes of job roles and careers.</li> <li>● Embed the Hero's Curriculum, designed to ensure pupils experience all world religions.</li> <li>● Curriculum leaders to develop and integrate these challenges to stereotypes and diversity through curriculum units.</li> <li>● Texts available in the library, classrooms and in core</li> </ul>	<ul style="list-style-type: none"> <li>- Adventure opportunities to show spirals approach to building up knowledge and understanding.</li> <li>- LJ signed up to Primary Futures Spring 2023</li> </ul>



		<p>lessons to reflect diversity and cultural differences.</p>	
<p><b>O5 - To ensure that in developing new curriculum programmes of study and within the curriculum pupils are given frequent opportunities to learn about families with different structures and financial resources. That they learn about family structures beyond their own experiences and do not discriminate due to these differences.</b></p>	<p>The oldest pupils demonstrate some consideration for others and understanding that they may come from families with same sex parents or with different financial resources. However, this is not consistent throughout the school and younger year groups. There remains a lack of diversity in pupils' experience and understanding of families and their different structures.</p>	<ul style="list-style-type: none"> <li>● PSHE curriculum and assemblies designed to tackle stereotypes of prejudices and discuss equality/equity.</li> <li>● Representations of households to vary in materials including books available to children in school and used within learning activities.</li> <li>● All About Me activities in PSHE and class assembly time.</li> <li>● Class assemblies focused on issues using Votes for Schools materials, promoting diversity of family structures and financial situations</li> </ul>	<ul style="list-style-type: none"> <li>- Learning for Life curriculum to detailed explicit links between all personal development areas (PSHE/SMSC/BV/Citizenship/RHE etc)</li> <li>- Texts within school, and lessons to include tackling stereotypes.</li> <li>- Children's voting assembly</li> <li>- School council elections</li> </ul>