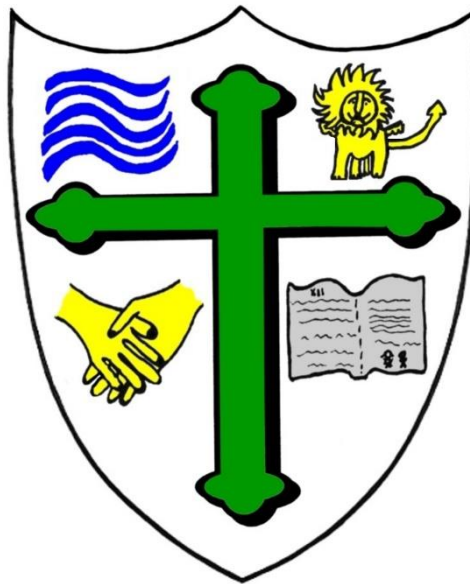


Highcliffe St Mark Primary School



Equality Policy

Reviewed (date)	April 2024
Reviewed by (name)	Claire Barker
Approved by Governors (if applicable)	May 24
Review due (date)	April 2027

Equality Policy

Encompassing Public Sector Equality Duty and Equality Duties

Our school aims to meet its obligations under the public sector equality duty by having due regard to the need to eliminate unlawful discrimination, advance equality of opportunity, and foster good relations in connection with disability, ethnicity, gender, religion, sexual identity, and where appropriate, age (applicable to employees only) and other conduct that is prohibited by the Equality Act 2010. The guiding principles in this policy refer to all individuals and therefore are equally applicable to pupils, staff, governors in addition to visitors to Highcliffe St Mark Primary.

Legal Framework

This document meets the requirements under the following legislation:

- [The Equality Act 2010](#), which introduced the public sector equality duty and protects people from discrimination.
- [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.

This document is also based on Department for Education (DfE) guidance: [The Equality Act 2010 and schools](#).

Duties as identified in the Equality Act 2010 and its [Schedules](#). There are nine equality strands (known as Protected Characteristics):

- [disability](#)
- ethnicity (including Gypsy and Traveller groups)
- gender
- gender identity and transgender
- faith, religion and belief
- marriage and civil partnership
- sexual orientation (homophobia)
- pregnancy and maternity
- age.

Each relates to direct discrimination, discrimination by association, discrimination by perception, indirect discrimination, harassment and victimization. Highcliffe St Mark Primary will seek to achieve positive action in respect of the Act.

It should be noted that all schools have a duty to comply with the Equality Act 2010 and the Public Sector Duties, and failure to do so could result in legal action against the school's Governing Body. Employees of the school acting on behalf of the Governing Body are also liable for their own discriminatory actions.

Highcliffe St Mark Primary is mindful of the [Public Sector Equality Duty](#) which came into force on 5 April 2011, and will publish relevant information on the school's website: See Key Information – Equality Duty.

Aims

- We strive to achieve a cohesive community and expect that children respect one another and behave with respect to one another, and that their parents feel fully engaged in the school.
- We aim to enhance a wider sense of community locally, as well as in the context of the UK and the World communities.

Roles and Responsibilities

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.
- 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.
- Delegate responsibility for monitoring the achievement of the objectives to the Headteacher.

The Headteacher will:

- be 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 in any cases of unlawful discrimination.
- Promote knowledge and understanding of the equality objectives amongst staff and pupils.
- Monitor success in achieving the objectives and report back to governors.

All school staff are expected to:

- have regard to this document and to work to achieve the objectives as set out in this policy.
- adhere to this policy.
- promote equality and inclusion in their classrooms, amongst colleagues and with visitors to the school.
- deal with any prejudice related incidents that may occur.
- undertake or support Equality Impact Assessment (Equality Analysis) processes.
- attend appropriate training that enables Highcliffe St Mark Primary to keep up to date with equality issues.

All staff and Governors:

- have access to training and a selection of resources which discuss and explain the concepts of equality, diversity and community cohesion. We value the opportunity to take a holistic approach in fulfilling our Equality Duties.
- will exercise their safeguarding responsibilities in relation to equality matters and ensure that any bullying or challenging of Human Rights is addressed immediately.

Highcliffe St Mark Primary is opposed to all forms of prejudice that could act as a barrier to achieving our legal duties and a cohesive community. These include:

- disability
- special educational needs
- racism and xenophobia
- gender and transgender
- religious groups and communities
- Travellers, migrants, refugees and people seeking asylum
- sexism and homophobia.

Curriculum

We support 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. Through our policies and actions, we undertake to ensure that every child and young person is healthy, safe, is able to enjoy and achieve in their learning experience and is able to contribute to the wider community.

We monitor and log incidents that discriminate against children and young people or adults in our school with protected characteristics, e.g., homophobic bullying and racist comments. We also monitor and log bullying incidents directed towards those with special educational needs and disabilities.

Through careful analysis of trends, we are able to identify individuals, groups or wider spread patterns of discrimination and strategically plan to address this through education, information sharing and parent partnerships.

Curriculum information will also be evaluated by looking specifically at equality groups in addition to the standard analysis conducted by the school and adjustments as appropriate to ensure that equality groups are supported positively.

All other data relating to whole school monitoring will encompass scrutiny of equality information so that groups are supported positively.

When it is reviewed, each curriculum subject or area will ensure that teaching and learning will reflect the aims of this policy.

Tackling Discrimination

Harassment on account of any protected characteristic 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 pupil's individual circumstances.

Incidents of harassment or bullying are dealt with by the member of staff present, escalating to a class teacher / assistant headteacher/headteacher where necessary. All incidents are reported to the Headteacher, and homophobic or racist incidents are reported to the governing body and local authority on an annual basis.

What Is a Discriminatory Incident?

Harassment on grounds of a protected characteristic or other factors such as socio-economic status, can take many forms including verbal or physical abuse, name calling, exclusion from groups and games, unwanted looks or comments, jokes and graffiti.

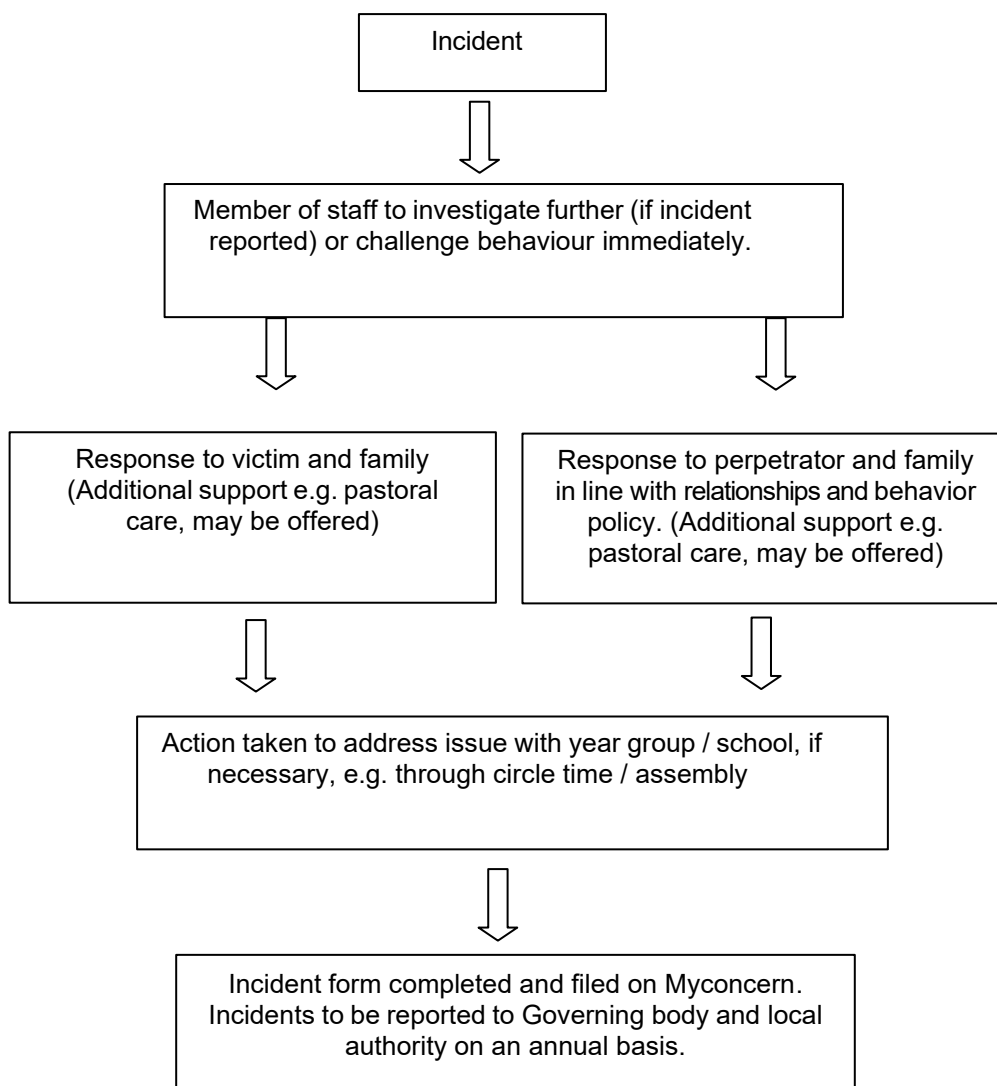
Types of discriminatory incidents that can occur are:

- Physical assault against a person or group because of a protected characteristic

- Use of derogatory names, insults and jokes
- Discriminatory graffiti
- Provocative behaviour such as wearing racist, sexist, homophobic or discriminatory badges or insignia
- Bringing discriminatory material into school
- Verbal abuse and threats
- Incitement of others to discriminate or bully due to victim's protected characteristic
- Discriminatory comments in the course of discussion
- Attempts to recruit others to discriminatory organisations and groups
- Ridicule of an individual for difference e.g. food, music, religion, dress etc
- Refusal to co-operate with other people on grounds of a protected characteristic.

Responding To and Reporting Incidents

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. The procedure for responding and reporting is outlined below:



Review Of Progress and Impact

The policy has been agreed by our Governing Body. We have a rolling program for reviewing our school policies and their impact. In line with legislative requirements, we will review progress against our Equality Objectives and renew them every four years. We will review the entire policy and accompanying accessibility plan on a three-year cycle.

We make regular assessments of pupils' learning and use this information to track pupil progress. As part of this process, we regularly monitor achievement by gender, those in receipt of pupil premium and those pupil with Special Educational Needs and Disabilities, to ensure that all groups of pupils are making the best possible progress and take appropriate action to address any gaps.

Publishing The Plan

In order to meet the statutory requirements of the Public Sector Equalities Duty we will publish our policy, equalities objectives and accessibility plan on the school website, making hard copies available if requested.

Equality Objectives

Objective	Intended outcome	Key actions in place
Improve knowledge and attitudes to enable children to appreciate and value difference and diversity	Children show understanding and appreciation of diversity of faith and race in Britain and Globally	<ul style="list-style-type: none">• Participate in the Christian Aid Global Neighbours program.• Black history and culture week• National Holocaust Week• Children given opportunities to engage with local, national and global issues• Pupil leadership opportunities
To reduce bullying incidents related to discrimination linked to protected characteristics	The number of bullying incidents is reduced through challenging the attitudes and thinking of all pupils.	<ul style="list-style-type: none">• Anti-Bullying ambassadors elected to help promote a positive and respectful behaviour culture in our school.• Curriculum opportunities are planned to break down stereotypes or negative attitudes.• Curriculum opportunities are planned to celebrate difference and diversity.• A variety of visitors and speakers invited into school to inspire the children and break down stereotypes.• PSHE curriculum - new resources to address attitudes and thinking towards others.

VERSION	DATE	REVIEWER	COMMENT
1	April 24	CB	Overhaul of previous policy – first publication of new policy