

Equal opportunities Policy

Dame Catherine Harpur's School and Nursery



DAME CATHERINE
HARPUR'S SCHOOL

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| Headteacher signature | L Harvey |
| School Governance Signature (Chair of Management Team) | A. Harmer / S. Gosling |
| Date of latest review | December 2021 |
| Regularity of review | Every 4 years |

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1. Aims

Our school aims to meet its obligations under the public sector equality duty by having due regard to the need to:

- › Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010
- › Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- › Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it

2. Legislation and guidance

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](#).

3. 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
- › Ensure that the published equality information is updated at least every year, and that the objectives are reviewed and updated at least every 4 years
- › Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher

The Governing Board will:

- › Meet with staff to discuss any issues and how these are being addressed

- › Ensure they're familiar with all relevant legislation and the contents of this document
- › Between them attend appropriate equality and diversity training

The headteacher will:

- › Promote knowledge and understanding of the equality objectives among 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 section 8.

4. Eliminating discrimination

The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.

Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

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.

New staff have access to training on equality, diversity and inclusion including the Equality Act as part of their induction, and this should be refreshed regularly (at least every 2 years.)

The headteacher monitors and regularly liaises with governors regarding any issues.

5. Advancing equality of opportunity

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 activities)

In fulfilling this aspect of the duty, the school will:

- › Following review discussions analyse how pupils with different characteristics are performing and use this information to determine strengths and areas for improvement, implement actions in response.
- › Make evidence available identifying improvements for specific groups
- › Provide information about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils

6. Fostering good relations

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, citizenship and personal, social, health and economic (PSHE) education, but also activities in other curriculum areas. As part of teaching and learning in English/reading, pupils will be introduced to literature from a range of cultures. We use our diverse community, asking parents to support with relevant areas of the curriculum.
- › Pupils will be encouraged to research, including with parents, and take a leading learning 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 individuals or groups of pupils within the school. Our school is formed of pupils from a range of backgrounds. All pupils are encouraged to participate in the school's activities. We also work with parents to promote knowledge and understanding of different cultures
- › We develop links with people who have specialist knowledge about particular characteristics, which helps inform and develop our approach

7. Equality considerations in decision-making

The school ensures it has due regard to equality considerations whenever significant decisions are made.

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

The school keeps a written record (known as an Equality Impact Assessment) to show we have actively considered our equality duties and asked ourselves relevant questions. This is recorded at the same time as the risk assessment when planning school trips and activities. The record is completed by the member of staff organising the activity.

8. Equality objectives

Objective 1

Increase awareness of cultural capital and consider how this can be developed within the context of our school.

Why we have chosen this objective: whilst equality, diversity and inclusivity is a strength of our community, there have been changes in staff and new terminology since last OFSTED inspection, and we are also further developing our curriculum. Having an increased awareness will support us in being the best we can be within our unique setting.

Objective 2

Ensure the school's core values of 'Include, Ignite Innovate' are at the heart of our activities and that our curriculum reflects our inclusive ethos which recognises diversity as a strength of our school.

Why we have chosen this objective: we are developing our subject documents and revisiting our vision for each subject throughout 2021-23. There have been changes in staffing for our 4-7 year old group. We have had a lot of change in families, with many new children from diverse backgrounds and accessing various models of schooling.

Objective 3

Ensure that all staff have access to a package of equal opportunities training to enable them to build understanding of equality issues and to contribute ideas in order to champion equality, diversity and inclusivity in our unique setting.

Why we have chosen this objective: several new staff over the past 18 months which constitutes quite a 'new team.'

See equal opportunities plan for further detail

9. Monitoring arrangements

The headteacher will update the equality information we publish every year.

This document will be reviewed by the governing board at least every 4 years.

This document will be approved by the governing board.

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessment

