

# Highwood Primary School



*Promoting Resilience – Achieving Potential*

## Equalities Policy

Reviewed Autumn 2021

Ratified by Governors Autumn 2020

Next Review: Autumn 2023



### **Mission Statement of this Equalities Policy**

At Highwood Primary 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 race, gender, disability, faith or religion, culture, special educational needs or socio-economic background.

### **Aims**

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.

We endeavour to ensure inclusive teaching approaches. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all.

Highwood Primary School seeks to ensure that no member of the school community or any other person through their contact with the school receives less favourable treatment on any grounds. This covers race, colour, nationality, ethnic or national origin, religion or belief, gender, marital status, responsibility for children or other dependants, disability, sexual orientation, gender reassignment, trade union or political activities, socio-economic background, where the person lives or those with spent convictions. The principles of this policy apply to all members of the extended school community – pupils, staff, governors, parents and community members.

On rare occasions there may be justifiable reason to apply a different treatment, such as for adults known to pose a risk to children or adults.

### **School Context - A Cohesive Community**

Highwood Primary School serves a wide and diverse community encompassing both Watford and Bushey. Our school community contains a diverse range of pupils with a variety of ethnic backgrounds, religions and languages. A large proportion of children who attend the school live in close proximity to the school; whilst other pupils and staff live further afield.

Our population is predominantly white, although the number of children from ethnic minorities has increased steadily. Where possible, we therefore ensure that their cultures and beliefs are included in our curriculum. The local community is quite broad and is made up of a mixture of family backgrounds, from those who live in housing association properties to those who are quite affluent.

### **Legal Background - Equality Act 2010**

Highwood Primary School is committed to meeting both the general and statutory duties set out in the Equality Act 2010.

### **Protected Characteristics**

The Equality Act 2010 protects pupils from discrimination and harassment based on protected characteristics. The protected characteristics for school provisions are:

- age
- disability (N.B. At Highwood we recognise this includes children with special educational needs)
- ethnicity and race
- gender (sex)
- gender identity and reassignment
- pregnancy, maternity and breast feeding
- religion and belief
- sexual orientation.

## Protected Characteristics - General Duty

- To eliminate discrimination, harassment, victimisation and by other conduct that is prohibited by or under this Act
- To advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it
- To foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

## Protected Characteristics - Specific Duty

- To collect, analyse and publish information about the school's progress in achieving the three aims of equality legislation
- To decide on specific and measurable objectives that Highwood Primary School will pursue over the coming years to achieve the three aims and publish these objectives
- To engage with people who have legitimate interest - including all staff (both teaching and administrative), all parents, carers, pupils, local groups, organisation and individuals as appropriate.

## Guiding Principles

In fulfilling the legal obligations cited above, we are guided by five principles;

### ***Principle 1: All learners are of equal value.***

We see staff, learners, and their families, as of equal value, as outlined in all protected characteristics.

### ***Principle 2: We recognise and respect difference***

Highwood Primary School will treat all people equally. This does not necessarily mean treating all people the same. Our policies and procedures must not discriminate, but must take account of differences of life experience, outlook and background, and in the kinds of barriers and disadvantages which people may face in relation to all protected characteristics.

### ***Principle 3: We foster positive attitudes and relationships and a shared sense of cohesion and belonging***

Highwood Primary School is committed to ensuring our policies, procedures and activities promote:

- Positive interaction, good relations and engagement between groups and communities different from each other.

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

Highwood Primary School ensures that policies and procedures should benefit all employees and potential employees, for example in recruitment and promotion of staff and in continuing their professional development.

### ***Principle 5: We aim to reduce and remove inequalities and barriers that already exist between all people with protected characteristics. At Highwood Primary School all policies and practice endeavour to remove any stereotypes.***

## Publishing the Plan

In order to meet the specific duty to publish information about progress towards the three aims of equality legislation, Highwood Primary School will:

- Publish our Equalities Policy on the school website, and make sure hard copies are available.
- Raise awareness of the policy through the school newsletter, assemblies, staff meetings and other communications;
- Report on the achievement of different groups during staff and governors meetings.

## Roles and Responsibilities

The school operates equality of opportunity in its day to day practice in the following ways.

## Teaching and Learning

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:

- Use contextual data to improve the ways in which we provide support to individuals and groups of pupils;

- Monitor achievement data by ethnicity, gender and disability and action any gaps;
- Take account of the achievement of all pupils when planning for future learning and setting challenging targets;
- Ensure equality of access for all pupils and prepare them for life in a diverse society;
- Use materials that reflect the diversity of the school, its population and local community.
- Promote attitudes and values that will challenge racist and other discriminatory behaviour or prejudice;
- Provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures;
- Seek to involve all parents in supporting their child's education;
- Ensure teaching approaches are appropriate for the whole school population, which are inclusive and reflective of our pupils.

### **Admissions and Exclusions**

Our admissions arrangements are managed by Hertfordshire County Council, who follow strict protocols. These are fair and transparent, and do not discriminate in relation to any protected characteristics.

Exclusions are always based on the school's Behaviour Policy which is reviewed annually by staff and governors and then shared with parents. Leaders including governors closely monitor exclusions to ensure policies are correctly applied and decisions are appropriately reviewed and challenged.

### **Equal Opportunities for Staff**

All staff appointments and promotions are made on the basis of merit and ability and in compliance with the law. We strive, wherever possible, to ensure that the staffing of the school reflects the diversity of our community.

### **The Role of Governors**

The Governing Body will act in accordance with the Equality Act 2010.

The governing body seeks to ensure that people are not discriminated against when applying for jobs at Highwood Primary School on grounds of protected characteristics.

The governors monitor that reasonable steps to ensure that the school environment enables access to people with disabilities, and also strives to make school communications as inclusive as possible for parents, carers and pupils. The governing body ensures that no child with protected characteristics is discriminated against in our school.

### **The Role of the Headteacher**

Implement the school's Equality Policy and is supported by the governing body in doing so.

Ensure that all staff members are aware of the Equality Policy.

Ensure that all appointment panels give due regard to this policy, so that no-one is discriminated against when it comes to employment or training opportunities.

Promote the principle of equal opportunity when developing the curriculum, and promote respect for all people.

Address all incidents of unfair treatment and any incidents of bullying or discrimination, including racist incidents, with due seriousness.

Publish related information for staff, governors and parents and the Local Authority.

### **The Role of all Staff: Teaching and non-teaching**

Ensure all pupils are treated fairly, equally and with respect.

Provide material that gives positive images based on protected characteristics.

Challenge any incidents of prejudice, racism or homophobia etc. and record any serious incidents, drawing them to the attention of the headteacher. Remind staff members of the procedures on a regular basis.

### **Tackling Discrimination**

Harassment on account of protected characteristics is unacceptable and not tolerated within Highwood Primary School.

All staff members 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.

Racist and incidents of harassment or bullying are dealt with by the member of staff present and recorded in writing on the appropriate form, and should be referred to a senior leader. All incidents are recorded and reported to the governing body on a termly basis within the Headteacher Report to Governors and to the local authority on an annual basis.

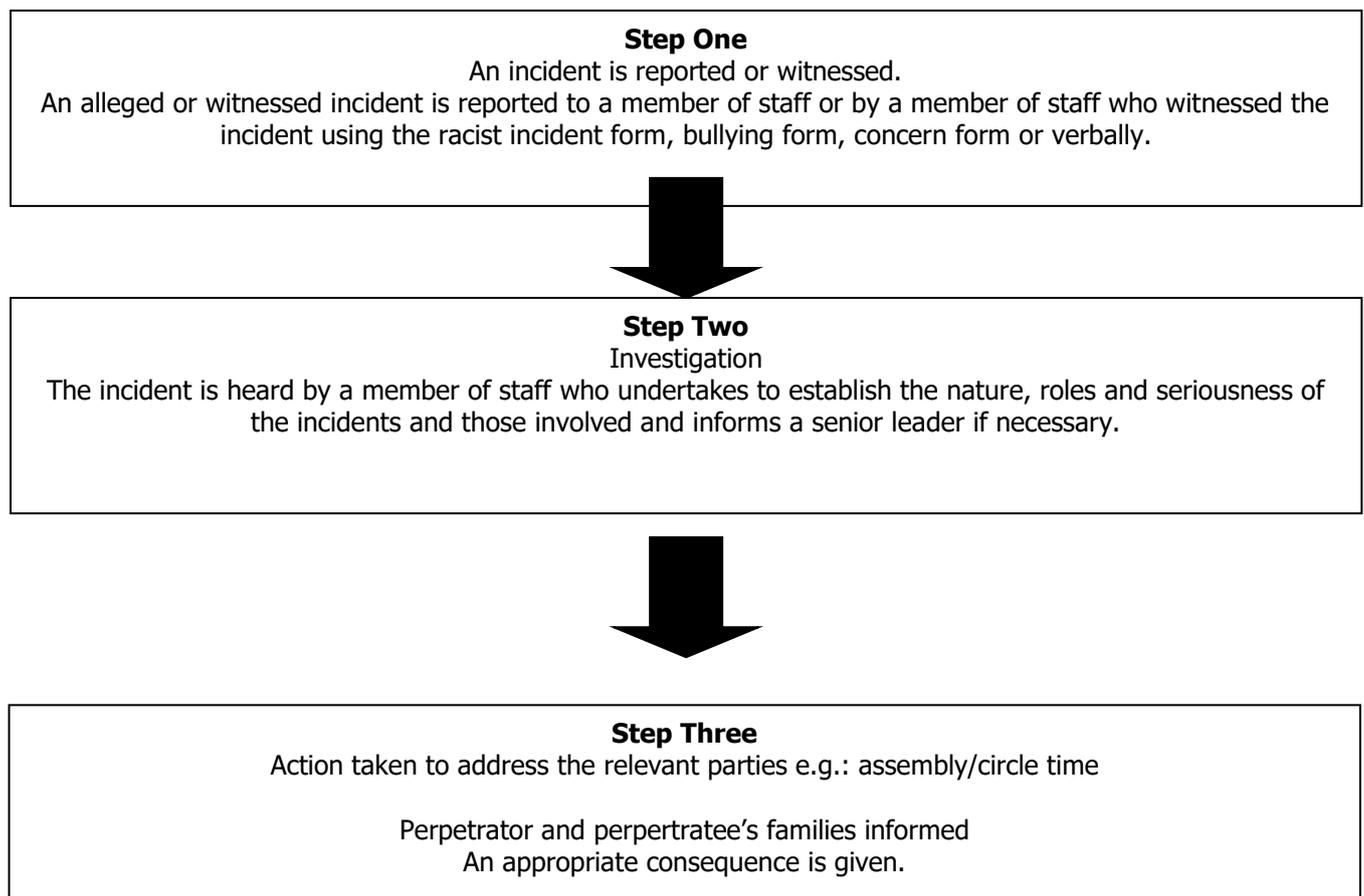
### **What is a Discriminatory Incident?**

Harassment on grounds of race, gender, disability, sexual orientation or other factors such as socio-economic status, culture and religious intolerance can take many forms, such as:

- Physical assault against a person or group because of their colour, ethnicity, nationality, disability, sexual orientation or gender;
- Use of derogatory names, insults and jokes;
- Racist, sexist, homophobic or 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 race, disability, gender or sexual orientation;
- Discriminatory comments in the course of discussion;
- Online discrimination (See E-safety policy)
- 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 or play with other people on grounds of their protected characteristics.

## 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 community.



## Engagement

We engage with a range of groups and individuals to ensure that those who are affected by a policy or activity are consulted and involved in the design of new policies, and in reviewing the existing ones.

Highwood Primary School engages with pupils, staff, parents, carers and the wider community in setting its equality objectives. We do this through staff and pupil questionnaires, data analysis, discussion, parent forums and parent consultation evenings.

**Equality Policy Action Plan 2020-2023**

**Leader: Inclusion Team and Headteacher**  
**DH: Dannie Harte (Co-HT) MG: Michelle Green (Co-HT)**  
**NM: Nic Muncie (SENDCo) ZD: Zahidah Dodwell (Welfare Manager)**  
**NR: Nicola Royle (SEND TA)**

Outcome Targets

Key Success Criteria

Objective	Action to be taken	Cost	Monitoring / Evaluation	Led By	Time
<p>To ensure that children from all groups have equal access to school life.</p> <p><b><i>Due to Covid-19 no additional clubs / teams are being offered.</i></b></p>	<ul style="list-style-type: none"> <li>* Completed form by staff when selecting teams for school representation – eg. Challenge Cup, Football teams</li> <li>*Staff to give completed form to the Inclusion team.</li> <li>*Ensure letters and invitations are sent to all pupils.</li> <li>*Termly curriculum map and class timetables are sent to all parents and is available on the school’s website.</li> <li>*Provide a range of clubs/opportunities to suit children from the school’s diversity.</li> <li>*Ensure equal access to clubs, monitored by the Inclusion team.</li> </ul>	<p>Inclusion Team time                      Class teachers’ time                      SLT</p>	<p>Inclusion team to monitor forms completed.                      Analysis through monitoring provides opportunities to address the positive contributions reflective of the pupils’ diversity.                      Parent questionnaire to include a question about access to school clubs.                      SLT to check and monitor curriculum maps and timetables.                      Inclusion Meeting to review participation and access through monitoring of new pro-forma. Analysis through monitoring provides opportunities to address the positive contributions reflective of the pupils’ diversity.</p>	<p>NM/ZD</p>	<p>Forms to be given to staff autumn 2020</p> <p>Yearly parent questionnaire</p> <p>Termly each academic year                      2020/21                      2021/22                      2022/23</p>
<p>To monitor the diversity of children involved in incidents of challenging behaviour, accidents, bullying, racist incidents and/or homophobia.</p>	<ul style="list-style-type: none"> <li>* Create a system for monitoring incidents which can be reviewed termly at Inclusion meetings.</li> <li>*Create an Equality folder to monitor incidents as well as other evidence within this plan.</li> </ul>	<p>Inclusion Team time</p>	<p>Inclusion team to monitor incidents.                      DH to share with Governors on a termly basis.</p>	<p>NM/ZD/NR/DH</p>	<p>Autumn term 2020</p>
<p>Ensure all members of staff understand their duty of care towards anyone with protected characteristics</p>	<ul style="list-style-type: none"> <li>* Ensure all members of staff understand how to report an incident or allegation and the protocols surrounding doing so.</li> </ul>	<p>Staff Meeting time - CPD</p>	<p>DSPs to collate and monitor all reports, and to take an overview termly and report to the Headteacher and Governors.</p>	<p>MG/ZD/NM</p>	<p>New staff to be made aware September 2020                      Then termly each academic year</p>

Improve parental engagement, particularly for those members of our school community whose first language is not English	<ul style="list-style-type: none"> <li>*Generate a register of languages spoken by staff members and governors to support with parent communications.</li> <li>* Seek to generate a register of bi-lingual members of our school community who are willing to support and help communicate/translate to parents with little or no understanding of English.</li> <li>* Host English courses, if required and opportunities arise.</li> </ul>	ZD - time to communicate with staff and parents and create lists	ZD to share list with community and use during 'New to' meetings to broker links.	ZD	Autumn term 2020
To ensure that all children make age expected progress and that the achievement gap between groups of learners at least in line with that of all children nationally	<ul style="list-style-type: none"> <li>*Rigorous monitoring of assessment data by the SLT and Inclusion team</li> <li>*No less than termly pupil progress meetings</li> <li>*SLT to support PPA time to ensure that planning meets the needs of all learners.</li> <li>*Regular opportunities for monitoring by the SLT to ensure consistency across the school</li> <li>* Progress of vulnerable groups linked to teacher/TA appraisal</li> </ul>	Release time for SLT and class teacher to attend PPM	See whole school monitoring and evaluation schedule for PPM dates	SLT	Termly each academic year 2020/21 2021/22 2022/23
To challenge stereotypes and raise aspirations for all children.	<ul style="list-style-type: none"> <li>*Ensure there are opportunities to complete a unit of work or discuss stereotypes within the curriculum as well as within PSHE and Circle Time.</li> <li>*Ensure displays reflective of the school community.</li> <li>*Promote minority ethnic, disabled and both male and female role models positively in lessons.</li> <li>* Staff audit of their curriculum – looking at the range of books read, people studied etc.</li> </ul>	SLT All staff	Use a Book Lottery and Learning walk each year to focus on stereotypes and raising aspirations. SLT members to feedback to Inclusion team to monitor and evidence in Equality folder. Take photos of displays as evidence.	SLT/ ZD/NR	One Book Lottery and one learning walk each year 2017/2018 2018/2019 2019/2020
To monitor and ensure transition arrangements are effective. <b><i>Transition arrangements may need to be different</i></b>	<ol style="list-style-type: none"> <li>*on entry to school (Nursery)</li> <li>*on entry to school (Reception)</li> </ol>	Phase leaders/Inclusion Team/Admin	SLT to discuss transitions with relevant staff. SENDCo/Welfare Manager to be involved when required. Inclusion Team to follow up	CP/CT/ Class teachers	<b>Each academic year</b> <b>1.</b> Home visit in the summer term prior to starting Nursery in the September. <b>2.</b> Home visit in the summer term (for those not at

<p><b><i>during the Covid-19 pandemic and will alter to reflect government guidelines – including social distancing measures as well as using alternatives like Zoom or Microsoft Teams to ensure transition can happen in some form.</i></b></p>	<p><b>3.</b> *on entry to school (in year)</p> <p><b>4.</b> *between classes within school</p> <p><b>5.</b> *leavers (in year)</p> <p><b>6.</b> *secondary transition Y6 to Y7</p>		<p>transitions and discuss at following Inclusion Meeting to ensure effective and children have settled. Class teachers to liaise with Inclusion team if additional support is required..</p>	<p>NM/ZD</p> <p>All class teachers/ ZD/NM</p> <p>Admin/DSP /SENDCo</p> <p>Yr 6 teachers/ DSP/ SENDCo</p>	<p>Highwood’s Nursery) prior to starting Reception in the September. Those children already at Highwood liaison between teachers in N and R, overseen by phase leader. Transition morning held in the summer term prior to starting in the September.</p> <p>‘New to’ meeting held for parents in the autumn term.</p> <p><b>3.</b> Inclusion Team to hold a ‘New to’ meeting with parents and child prior to starting. Information shared with class teacher and Inclusion team. Liaison with previous school, if additional information needed.</p> <p><b>4.</b> Summer term prior to moving classes in the September - Staff meeting for transition discussion about all the children. Transition morning where children move to their next class and meet the teacher. ‘New to’ meeting held for parents in the autumn term with class teachers.</p> <p><b>5.</b> Information sent to next school via the admin team. SENDCo or DSPs to contact next school when necessary.</p> <p><b>6.</b> Transition day in the July prior to starting their secondary school in the September. Summer term prior - Liaison between Yr 6 teachers, SENDCo and Year 7 teachers. Additional transition for vulnerable groups either with the school directly or Chessbrook ESC – parental consent required.</p>
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					Information sent to next school via the admin team. SENDCo or DSPs to contact next school when necessary.
To ensure that our processes for obtaining accurate baselines in EYFS enable all children to make at least expected progress from their starting point.	<ul style="list-style-type: none"> <li>*Include questions during home visits to identify needs of pupils early</li> <li>*Complete unique child summary sheet during week one of the Autumn term and use this to inform daily planning</li> <li>*Liaise with Inclusion Team to plan additional support where necessary</li> <li>* Ensure Wellcomm used to assess speaking ability of all children within first few weeks – set up regular 5-15 minute language programme for any child below expectations</li> </ul>	<p>Home visits – EYFS team</p> <p>Inclusion Team and EYFS practitioners to assess and implement 1:1 support programme</p>	EYFA Leader, SENDCo and SEND TA to review at least termly and discuss during Pupil Progress Meetings	CT/NM/NR	<p>Autumn term 2020/21 2021/22 2022/23</p> <p>On-going throughout Reception and in to Year 1.</p>
Continue to improve parental engagement across the school community focusing on hard to reach parents	<ul style="list-style-type: none"> <li>*Inclusion team to plan approach based on individuals' needs. Use of parent partners.</li> <li>* Sign post activities and groups to specific parents/groups</li> <li>* Build strong and supportive partnerships – engage them in school life and be their champion</li> </ul>	Allocated time weekly by ZD/NM	Monitor parent engagement and seek parental feedback.	ZD/NM	On-going throughout the plan.
Improve the attendance of our traveller families	<ul style="list-style-type: none"> <li>*Attend Traveller support network meetings</li> <li>*Inclusion team to work with Families First and Traveller Unit, when involved with a family.</li> <li>*Parent Partners to build relationships with families</li> </ul>	Time for TAFs, to attend meetings	<p>Analyse attendance year on year.</p> <p>Termly assessment data shows accelerated progress</p>	NM/ZD CF - attendance	Termly data. Annual evaluation.