



## **Hazelwood Schools**

# **Equality Information & Objectives Policy**

**Reviewed and Adopted: Autumn 2020**

Reviewed by: SLT & FGB

Next Review: Autumn 2024

**Review every four years**

# Equality Information and Objectives Policy

## **The Public Sector Equality Duty**

The Equality Act 2010 provides protection against discrimination. The Equality Duty was created by the Equality Act 2010 and replaces the race, disability and gender equality duties. The duty came into force in April 2011 covering the following protected characteristics: age, disability, gender, gender reassignment, race, religion or belief, sexual orientation, marriage and civil partnerships and pregnancy and maternity.

## **General Equality Duty for Schools**

The Public Sector Equality Duty 2011 has three aims/objectives under the General Duty for Schools:

1. Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act by removing or minimising disadvantages suffered by people due to their protected characteristics.
2. Advance equality of opportunity between people who share a protected characteristic and those who do not by taking steps to meet the needs of people from protected groups where these are different from the needs of other people.
3. Foster good relations between people who share a protected characteristic and those who do not by encouraging people from protected groups to participate in public life or in other activities where their participation is disproportionately low.

Our school has considered how well we currently achieve these aims with regard to the eight protected equality groups: race, disability, gender, gender reassignment, age, pregnancy and maternity, religion or belief and sexual orientation (See table below)

In compiling this equality information we have:

- Identified evidence already in the school of equality within policies and practice and identified gaps.
- Examined how our school engages with the protected groups, identifying where practice could be improved.

Protected Characteristic	Three Aims of The General Equality Duty		
	What evidence do we hold that we eliminate unlawful discrimination, harassment and victimisation?	How do we advance equality of opportunity between people who share a protected characteristic and those who do not?	How do we foster good relations between people who share a protected characteristic and those who do not?
<b>Race</b>	<ul style="list-style-type: none"> <li>• Behaviour Policy- racism section</li> <li>• Code of Conduct</li> <li>• Data on admission</li> <li>• Termly reports on racial incidents to Governing Board (GB)</li> <li>• Low number of reported racial incidents</li> <li>• Whole School Values enhanced</li> <li>• Resources across the school are beginning to better reflect our demographic</li> <li>• Recruitment Process</li> </ul>	<ul style="list-style-type: none"> <li>• Celebration of differences</li> <li>• Curriculum/Learning Journeys</li> <li>• Philosophy for Children (P4C)</li> <li>• Assemblies</li> <li>• School policies</li> <li>• Value differences</li> <li>• Inclusion team</li> <li>• EAL parent classes/coffee mornings</li> <li>• Investment in PSHE resources</li> </ul>	<ul style="list-style-type: none"> <li>• Celebration of differences</li> <li>• Curriculum/Learning Journeys</li> <li>• P4C</li> <li>• Assemblies</li> <li>• Good links with parents</li> <li>• Interpreters provided for meetings</li> <li>• HPSA meetings and events</li> <li>• School policies promote equality</li> <li>• Job descriptions for staff</li> <li>• School Values</li> <li>• School displays promote diversity</li> <li>• Curriculum reviewed re: Black Lives Matter (BLM) Aut 1 2020</li> <li>• Parents' comments invited re: BLM</li> </ul>
<b>Disability</b>	<ul style="list-style-type: none"> <li>• School policies</li> <li>• Inclusive practices</li> <li>• Feedback from parents/questionnaires</li> <li>• Termly reports to GB</li> <li>• Assessment data</li> <li>• Purchase additional resources</li> <li>• Resources across the school are beginning to better reflect our demographic</li> <li>• Recruitment Process</li> </ul>	<ul style="list-style-type: none"> <li>• School policies</li> <li>• Raising attainment</li> <li>• Tracking progress</li> <li>• Inclusion team</li> <li>• Accessibility Plan</li> <li>• Investment in PSHE resources</li> </ul>	<ul style="list-style-type: none"> <li>• Good links with parents</li> <li>• Parent Support Workers</li> <li>• Assemblies</li> <li>• SEND meetings/structured conversations</li> <li>• School Values</li> <li>• School displays promote diversity</li> </ul>
<b>Gender</b>	<ul style="list-style-type: none"> <li>• Admissions process</li> <li>• Recruitment process</li> <li>• Gender equality scheme</li> <li>• Tracking data</li> <li>• Resources across the school are beginning to better reflect our demographic</li> </ul>	<ul style="list-style-type: none"> <li>• Recruitment process</li> <li>• School policies</li> <li>• Raising attainment of Boys KS1Writing</li> <li>• Tracking progress/Data reports</li> <li>• Raising Achievement Meetings (RAMs)</li> <li>• Year Group Leader Action Plans where appropriate</li> <li>• Investment in PSHE</li> </ul>	<ul style="list-style-type: none"> <li>• Good links with parents</li> <li>• Assemblies</li> <li>• School values</li> </ul>

		resources	
<b>Gender Reassignment</b>	<ul style="list-style-type: none"> <li>• Inclusive practices</li> <li>• Admissions process</li> <li>• Recruitment process</li> <li>• Equality Information &amp; Objectives Policy</li> </ul>	<ul style="list-style-type: none"> <li>• Celebration of differences</li> <li>• School policies</li> <li>• Value differences</li> <li>• Review of practices</li> <li>• Inclusion team</li> </ul>	<ul style="list-style-type: none"> <li>• Good links with parents</li> <li>• Parent Support Workers</li> <li>• Admissions process</li> <li>• School values</li> </ul>
<b>Pregnancy and Maternity</b>	<ul style="list-style-type: none"> <li>• Policy for expectant parents</li> <li>• Reasonable adjustments in place to support</li> <li>• Regular meetings</li> <li>• Risk assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Continue good practice</li> <li>• Paternity leave</li> </ul>	<ul style="list-style-type: none"> <li>• Following policy</li> <li>• Continue to make reasonable adjustments to ensure they are supported at work</li> <li>• School Values</li> </ul>
<b>Age</b>	<ul style="list-style-type: none"> <li>• Employment/recruitment process</li> </ul>	<ul style="list-style-type: none"> <li>• Recruitment process</li> </ul>	<ul style="list-style-type: none"> <li>• Recruitment process</li> <li>• School values</li> </ul>
<b>Religion and Belief</b>	<ul style="list-style-type: none"> <li>• Admissions procedures</li> <li>• Employment documents</li> <li>• Balance of staff employed</li> <li>• Governing Board more reflective of our community</li> <li>• Resources across the school are beginning to better reflect our demographic</li> <li>• Recruitment Process</li> </ul>	<ul style="list-style-type: none"> <li>• Celebration of differences</li> <li>• Curriculum</li> <li>• P4C</li> <li>• Assemblies</li> <li>• Investment in PSHE resources</li> </ul>	<ul style="list-style-type: none"> <li>• Celebration of differences</li> <li>• Curriculum &amp; Assemblies</li> <li>• Good links with parents</li> <li>• School values</li> <li>• School displays promote diversity</li> <li>• Plan for all children to visit places of worship throughout their school life (Temple, Mosque, Synagogue, Church etc.)</li> </ul>
<b>Sexual Orientation</b>	<ul style="list-style-type: none"> <li>• School policies</li> <li>• Inclusive practices</li> <li>• Admissions process</li> <li>• Recruitment process</li> <li>• Equality Information &amp; Objectives Policy</li> <li>• Resources across the school are beginning to better reflect our demographic</li> </ul>	<ul style="list-style-type: none"> <li>• Celebration of differences</li> <li>• School policies</li> <li>• Value differences</li> <li>• Review of practices</li> <li>• Inclusion team</li> <li>• Investment in PSHE resources</li> </ul>	<ul style="list-style-type: none"> <li>• Good links with parents</li> <li>• Parent Support Workers</li> <li>• Admissions process</li> <li>• School values</li> </ul>

## **Hazelwood Schools' Equality Objectives & Actions**

### **1. To review the Curriculum (Learning Journeys) so that they promote equality and celebrate diversity in all its forms (in response to Black Lives Matter/BLM)**

- Advise all staff re: the review of the curriculum in response to BLM
- Invite Hazelwood community to share ideas (our response) to BLM (curriculum review)
- Consult with team leaders and order books for all the year groups to support BLM curriculum in English lessons, e.g. We All Belong: A Children's Book About Diversity, Race and Empathy By Nathalie Goss
- Plan and deliver a Literature study inspired by BLM; themes supporting teaching children about the importance of having respect and tolerance for all cultures; positive BAME lead characters and authors.
- Plan opportunities for developing the 'Nurturing Responsible Citizens' Driver
- Plan and deliver BLM inspired projects (Black History, famous Black personalities and figure from all walks of life; Equality and anti-racism- age appropriate way)
- Plan for more BAME representation in Music curriculum
- Plan for more BAME representation in PE curriculum

### **2. To ensure that interventions target disadvantaged pupils as a priority**

- Undertake baseline assessments – CP1 – re post lockdown “starting point” information
- Ensure all teachers are familiar with disadvantaged pupils in their classes
- Identify gaps in pupils learning (refer also to recovery curriculum document for 2020)
- Organise “catch up” learning groups and interventions
- Prioritise disadvantaged pupils for (teacher led) catch up programmes from Autumn 2/Spring 2021 and on-going

### **3. Eliminate discrimination and other conduct prohibited by the Act**

- Investment in resources that actively promote equality
- Training for staff to ensure staff confidence in teaching regarding equality issues
- Ensure school policies and procedures promote equality of opportunity
- Ensure all staff are aware of our responsibility with regards to the equality act
- Ensure our school curriculum promotes tolerance and understanding of all groups
- Elect a Governing Board which is more reflective of our school community
- Ensure that equality is an integral part of the recruitment process (re: staff diversity)