



ALMOND HILL JUNIOR SCHOOL  
GOVERNING BODY

# EQUALITY POLICY AND OBJECTIVES

FULL GOVERNING BODY	July 2024
DATE FOR REVIEW	July 2025

# ALMOND HILL JUNIOR SCHOOL EQUALITY POLICY AND OBJECTIVES

Our school is committed to 'Aim High' and ensuring equality of education and opportunity for all pupils, staff, carers, and parents who form part of our school community and receive services from our school. We aim to promote an ethos of inclusivity and to celebrate the diversity of all those who are connected with our school to ensure all groups prosper regardless of the protective characteristics.

Under the Equality Act 2020, schools are subject to the requirements placed on public bodies in England. This means we must:

1. Eliminate discrimination, harassment and victimisation
2. Advance equality of opportunity between people with/without protected characteristics (see list below)
3. Foster good relations between people with/without those characteristics.

## Equality and the Law

The Equality Act 2010 replaced previous discrimination law and provides a single piece of legislation covering all types of discrimination that are lawful. Our policy is aligned to ensure the school complies with The Equality Act 2010 legislation to protect members of our community from discrimination and harassment based on the protected characteristics of:

**Disability:** Under the Equality Act 2010 disability is defined 'if you have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities.' At Almond Hill we take steps to meet disabled people's needs and promote positive attitudes to disability.

**Gender (sex):** The Gender Equality Duty 2006 places specific duty on schools to promote equality of opportunity between girls and boys, women and men and transsexual people. We will promote equality between these groups. At Almond Hill we will promote integration of groups for all activities and seek to use resources that promote positive models in terms of sexes with no stereotypes. For example, uniform is generic and not gender specific.

**Age:** We are committed to ensuring individuals are not discriminated against through reference to age.

**Race:** Duties of schools are detailed in The Race Relations Act 1976 and Amendment Act 2000. At Almond Hill we promote good relationships between people of different racial groups and by our children in their daily relationships in and out of the classroom. Our school expects that nobody should experience any racial harassment. Our curriculum promotes knowledge of and respect for different cultures and the rich diversity they provide. The school monitors the performance of pupils by ethnicity.

**Gender Reassignment:** At Almond Hill we are committed to ensuring that transsexual members of our community do not experience discrimination in our community.

**Religion and belief:** At Almond Hill we have a daily collective act of worship either as a whole school or within class groupings. Our assemblies are broadly Christian but celebrate all major world faiths. Our assemblies celebrate our school's diversity and the uniqueness of the individuals that make up our community. Knowledge, understanding and respect of different faith is further explored through our RE curriculum. We expect children to attend assembly but recognise the right of parents to withdraw their child from religious worship without reason.

The school will make alternative arrangement for supervision for any child withdrawn. We allow children to wear jewellery on religious grounds (e.g. small item of religious significance). We also allow children to wear headscarves.

**Marriage and civil partnership:** At Almond Hill we are committed to ensuring that members of our community do not experience discrimination in our community due to their marital status.

**Sexual orientation:** At Almond Hill we are committed to ensuring that no member of our community experiences discrimination because of their sexual orientation. At Almond Hill we will seek to support pupils with their emerging identity.

**Pregnancy, maternity and paternity:** At Almond Hill we are committed to ensuring that members of our community do not experience discrimination in our community because they are pregnant or a mother or father.

**Social-Economic Factors:** We have pupils in receipt of Free School Meals, a high proportion of PPG children and pupils who come from families who face significant challenges in their daily lives, some of whom have poor literacy skills themselves and find it difficult to support their children. The ethnic mix of families is becoming more diverse.

**Other:** At Almond Hill we aim to foster good relationship between those who share a protected characteristic and those who do not. The protected characteristics are covered as part of our PSHE curriculum. We promote friendship, tolerance, and understanding of uniqueness. This may be achieved through teaching in RE and PSHE lessons, in reading text and stories from different cultures, learning a modern language or exploring music from different parts of the world for example. We have diverse selection of reading book in our class libraries. We discuss world and current issues in assemblies and invite our children to lead assemblies. Each class has a 'heritage display' to celebrate the wide range of cultures within our school. We offer school trips to a range of places of worship including the Faith Tour in Year 4 and links with our local Church. We promote links with our local community and welcome visitors with special knowledge to support our learning and understanding. We use the tackling prejudice and discriminatory language document (appendix 1) to help deal with discriminative behaviour.

## **Roles and Responsibilities**

### **The Governing Body**

- Promote and support the school ethos of equality to ensure that nobody is discriminated against at Almond Hill because of any protected characteristic.
- Ensure through monitoring all aspects of the school are fully inclusive of its pupils and respond to needs based on protective characteristics.
- Ensure there is no discrimination regarding recruitment on grounds of any protected characteristics.
- Ensure wherever possible the school is accessible and reasonable adjustments are made to meet the needs of all members of our school community.
- Ensure that communication systems used by the school are as accessible as possible.
- Monitor and review the issues arising from this policy and disseminate outcomes to the whole school community together with a summary of actions to be taken.
- Ensure that the Equality Policy is published and communicated throughout the school and updated annually.

### **The Head teacher and senior leaders**

- Share and promote the school Equality Policy with all members of staff, pupils and the school community.
- Provide staff training.
- Promote equality in curriculum development and all school policies.
- Celebrate diversity/equality and achievement and promote respect for individuals.
- Investigate and treat discriminatory incidents seriously.
- Listen to and involve pupils, carers, parents and staff in decision making and policy review.
- Welcome applications for school place and employment ensuring that all appointment panels give due regard for this scheme
- Report to governors
- Make every effort to include all children in activities and trips.

### **All staff**

- Treat all members of our community with respect and treat everyone fairly.
- Challenge discrimination, prejudice, harassment and report any incident to the Head teacher.
- Provide a role model for the school community.

### **Reporting an incident**

All incidents will be recorded using the school CPOMs system and shared with the Head teacher, Deputy Head,

SENCo and Pastoral Lead who are also the designated safeguarding leads for the school community. In responding to the incident the staff will aim to provide support to the pupil or adult who have experienced discrimination – implement appropriate consequences and implement actions to prevent further discriminatory actions. Incidents will be reported to governors termly.

### Equality Objectives

Objective	Actions – links to other documents
<p>We will reduce the number of absences and improve punctuality for our disadvantaged pupils and those with Special Educational Needs and/or Disabilities. We will work with parents to ensure a partnership that promotes strong attendance is established and maintained. Parents will understand the consequences of low attendance in terms of academic and social progress through clear communication.</p>	<ul style="list-style-type: none"> <li>• School Improvement Plan</li> </ul>
<p>We will improve the levels of parental engagement in learning and school life. We will ensure that all activities are accessible for all families. As a school, we believe the partnership between home and school is extremely important.</p>	<ul style="list-style-type: none"> <li>• School Improvement Plan</li> <li>• Staff appraisal targets</li> </ul>
<p>Continue to embed a culture of celebrating diversity to extend across increasing aspects of planned curriculum and wider school life.</p>	<ul style="list-style-type: none"> <li>• Diversity action plan and profile</li> </ul>

**Hear**

First, hear what was said. It is important you know exactly what language was used, in what context it was said in and what the other actions or behaviours were. Make sure you hear from all children involved.



**Tackle**

Tell the children that what was said or done is not accepted at school but is also not accepted in society.



**Educate**

Teach the children about the language or action. This could be the history of the word, how it makes people feel, what the word is associated with etc. This may be where you need some further research or support.



**Empower**

Explain to the children that just because they have heard others use that language, it doesn't mean they have to. Empower the children to make their own choices and to make the right choice to be kind.



**Mend**

Try to mend the relationship between the children and suggest an action going forward. It is important that apologies are not forced and that it is okay for a child to not accept an apology either.