

Hightown Junior Infant and Nursery School

At Hightown we work together as a school community with pride, respect, rigour and fairness. We celebrate effort, respond enthusiastically to challenges and create positive opportunities that enable everyone to achieve in every way.

Equality policy		
Policy date:	January 2024	
Approved by & date	Full Governing Body	January 2024
Link school staff:	Lucie Biddle	
Link governor:	Kay Brennan	
Next review date	September 2026	

Aims:

The aim of this policy is to set out how the school complies with the Equality Act (2010) and pays due regard to its Public Sector Equality Duties (2011)

These duties are:

- to eliminate discrimination, harassment, victimisation and any 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.

The school also has the following specific duties:

- to publish information which demonstrates our compliance with the need to have due regard for the three aims of the General Duty
- to prepare and publish specific and measurable objectives which we will pursue over the coming years to achieve the three aims

This policy sets out the steps the Governing Body will take that will improve outcomes for all members of the school community in all aspects of school life, taking positive action to promote equality.

Roles and Responsibilities:

Headteacher and senior leaders

- to monitor each area of the policy to ensure implementation

Class teachers

- to read and implement all areas of the policy.

Policy:

Protected Characteristics

Hightown Junior Infant and Nursery School welcomes its duties under the Equality Act (2010). The Equality Act establishes 9 protected characteristics which apply to schools. Only the first 7 characteristics apply to pupils:

- Disability
- Race
- Sex
- Gender reassignment
- Pregnancy and maternity
- Religion or belief
- Sexual orientation
- Marriage and civil partnership
- Age

Principles of 'due regard' and Compliance with Equality Duties

- While making a decision that might affect an equality group, the decision-maker will have regard to the three duties of the Act. This cannot be done in retrospect, nor can it be delegated.
- The duty will be exercised with rigour and with attention to relevant evidence, including that derived from consultation with staff and the wider community
- The duty is ongoing so we will revisit it and reconsider it constantly.
- We will keep records to show that the equality duties have been considered on each occasion.

School Ethos, Vision and Values

At Hightown Junior Infant and Nursery School we are committed to ensuring equality of education and equality of opportunity for all pupils, staff, parents and carers. We recognise that treating people equally does not necessarily involve treating them all the same. We aim to promote 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.

This equality of education and opportunity is made clear within the school aims and it is also referred to within the School Behaviour Policy.

To achieve our duties, we

- gather information from a range of sources when a pupil enters the school from the pre-school settings, parents and other schools.
- track all aspects of a child's provision and progress by using test and teacher assessment data and mapping the provision for pupils on the Additional Need Register. Regular meetings with parents or carers gives further information with regard to provision.
- review and evaluate the effectiveness of our school provision by surveying both parents and pupils regularly.
- monitor children's work through scrutiny and talking with children. The School Council has a central role in the work of the school.

Equality Impact Assessment

In order to ensure that our current provision and procedures comply with the requirements of the Equality Act we have carried out a review of all aspects of school life with regard to the protected characteristics by means of an Equality Impact Assessment.

All school leaders/managers have carried out an equality impact assessment of their area of responsibility for activities both within and beyond the school day.

Any gaps in provision and practice that are identified form part of an action plan (see action plan – appendix).

We will use an Equality Impact Assessment whenever we intend:

- to introduce new provision or practice
- to change or reduce provision or practice
- to remove provision or practice.

Consultation

Hightown Junior Infant and Nursery School recognises the importance of taking account of individuals' differing experiences, needs and histories, and of the differing challenges and barriers which they may face. Bearing in mind the protected characteristics, consultation with those we have identified as likely to be affected forms part of every Equality Impact Assessment. Primarily we consult with pupils. However, we also consult with parents/carers, staff, governors and other school users when appropriate. We consult in the following ways:

- School Council
- Pupil surveys
- Parent surveys
- Consultation meetings with parents
- Scrutiny of pupils' work and discussion with pupils
- Half termly governor update reports
- Weekly 'Headlines' newsletter
- Use of the pastoral support team within school

Measuring the Impact of Changes

We monitor the ongoing impact of these changes on those who may be affected in the following ways:

- Tracking of pupil achievement across the school with an additional focus on equality groups
- Pupil surveys that demonstrate emotional health and wellbeing, engagement and involvement
- Consultation meetings with parents
- Scrutiny of pupils' work and discussion with pupils
- Parent surveys (Ofsted-style and at Parents' Evenings)

Publication and Review

The specific duties under this Act require us to be open and transparent about all our decision-making processes, intentions and results.