



## Squirrel Hayes First School

Policy Reviewed on	June 2015	June 2016	June 2017	June 2018	June 2019	June 2020	April 2023
Policy Owner Signature	Amanda Harris	Amanda Harris	Amanda Harris	Amanda Harris	Amanda Harris	Amanda Harris	Amanda Harris
Policy adopted by the Governing Body on	02/07/2015	June 2016	June 2017	July 2018	July 2019	July 2020	July 2023
Chair of Goves/Committee Signature							
Policy Reviewed Date	June 2016	June 2017	June 2018	June 2019	June 2020	June 2021	June 2024
Version	04	05	06	07	08	09	10

# Equality Act Policy

This school is committed to safeguarding and promoting the welfare of children and young people/vulnerable adults and expects all staff and volunteers to share this commitment. 1



# Squirrel Hayes Nursery & First School

## EQUALITIES ACT 2010

### Introduction - Our School

Squirrel Hayes First School is in a socially disadvantaged area of Biddulph, to the north west of Stoke-on-Trent. Most children are drawn from the Biddulph East ward which is within the top 10% of national social deprivation. Currently, there are 115 pupils on roll.

39% of the pupils are eligible for free school meals, which is more than double the national average. 37% of pupils are on the school's register of special educational needs and 77% of all pupils are considered to be vulnerable learners; some with significant social and emotional difficulties. The vast majority of pupils are of White British origin.

### GUIDING PRINCIPLES

At Squirrel Hayes First School, we are committed to ensuring equality of education and opportunity for every pupil irrespective of sex, race, disability, physical ability, age, health, income, religion/belief, colour, ethnic origin or nationality, marital status, gender or transgender, sexuality, pregnancy or maternity status. Every member of our community is a learner and as such, should enjoy equal access to all aspects of the curriculum within our school. The achievement of all learners will be monitored in groups (identifying vulnerability) and we will use this data to raise standards and ensure inclusive teaching.

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We aim to provide our learners with a firm foundation to enable them to fulfil their potential, both academically and personally and that they will have high levels of self-belief and aspiration. At Squirrel Hayes First School, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

At Squirrel Hayes First School, we are committed to equality of opportunity. The ethos of our school is to develop every child's abilities to the full; fostering 'rounded' lifelong learners. At Squirrel Hayes First School we are continually striving to achieve the highest standards in learning and attainment for all members of our learning community. The 5 outcomes of the 'Every Child Matters' agenda provide the nucleus for all we do.

- **Stay Safe:** Promote and develop a learning environment built upon mutual respect where all members of the learning community feel valued, happy, secure and motivated to become independent learners.
- **Be Healthy:** All members of the learning community experience a varied, challenging and enriched curriculum which promotes a healthy and active approach to life.
- **Enjoying & Achieving:** Provide every individual with the opportunity to reach their full potential enabling them to experience success and achieve high standards of learning and attainment.
- **Making a Positive Contribution:** Create an established learning community consisting of 'learners for life' who make valued and positive contributions to all aspects of life within the school and wider community.
- **Achieving Economic Well-Being:** Work in partnership with parents, carers, stakeholders and members of the wider community in order to develop skills and attitudes to learning, equipping and enabling all learners to play a full, successful and active role in their future and adult lives

We believe that no-one should receive less favourable treatment on the grounds of: their sex, race, disability, physical ability, age, health, income, religion/belief, colour, ethnic origin or nationality, marital status, gender or transgender, sexuality, pregnancy or maternity status. The purpose of the policy is to ensure that unlawful discrimination (either direct or indirect) and other undesirable behaviour, including harassment or victimisation, does not occur (as outlined in law under the Equality Act 2010).

In our school, we recognise that this applies to:

- Age

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- Sex
- Race
- Disability
- Religion or belief
- Sexual orientation
- Gender reassignment
- Pregnancy or maternity
- Marriage and Civil Partnership

It is based on the following core values and ethos as expressed in this school's aims and vision statement:-

**"Aspire - Believe - Achieve!"**

### **THE LEGAL FRAMEWORK AND OTHER SUPPORTING POLICIES**

The following legislation informs our School Equality Policy:

- The Equality Act 2010
- Equal Pay Act 1970 (as amended 1983)
- Health & Safety at Work Act 1974
- Sex Discrimination Act 1975 and 1986 and 2006 amendments
- The Race Relations Act 1976, The Race Relations (Amendment) Act 2000 and
- Employment Equality (Religion or Belief) Regulations 2003
- Criminal Justice and Public Order Act 1994
- Disability Discrimination Act 1995 and 2005
- The Employment Rights Act 1996
- Protection from Harassment Act 1997
- The Human Rights Act 1998 and 2000
- The Employment Relations Act 1999
- The Part-time Workers Regulations (Prevention of Less Favourable Treatment) 2000
- The Special Educational Needs and Disability Act 2001
- Employment Equality (Religion or Belief) Regulations 2003
- The Gender Recognition Act 2004 and Sex Discrimination (Gender Reassignment) Regulations 2005
- The Employment Equality (Age) Regulations 2006
- Gender Equality Duty April 2007
- Ofsted Framework for Inspection

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The school recognises that discrimination occurs when someone is treated unfairly or less favourably than another person. There are various ways in which discrimination can be said to occur under the Equality Act 2010:

- **Direct discrimination:** where an individual or group receives less favourable treatment with some unjustifiable reason because of their race, gender, disability, religion, belief, sexual orientation, marital status, pregnancy, maternity or trade union activity (all of which are considered "protected characteristics" under the Equality Act 2010).
- **Indirect discrimination:** applying unjustifiable requirements and conditions which have a disproportionate impact on an individual of a particular group.
- **Discrimination by perception:** (where a person is treated less favourably and is thought to have a protected characteristic even when they do not) is direct discrimination by the employer.
- **Discrimination by association:** (where an employer treats a person less favourably because of their association with another person who has a protected characteristic) is unlawful discrimination by association.
- **Victimisation:** occurs when an employee or prospective employee is treated badly because they have done something in relation to discrimination legislation e.g. raising a grievance or supporting a colleague doing so.
- **Harassment:** unwanted conduct on the grounds of the various protected characteristics under the Equality Act 2010 which violates a person's dignity and creates an intimidating, hostile, degrading, humiliating or offensive environment and may be intentional or unintentional. Harassment may occur as a result of persistent treatment or an isolated incident.

Squirrel Hayes First School will not tolerate any form of discrimination or harassment from employees, pupils or the public. To help Squirrel Hayes First School in its equality work, it has a range of policies and procedures (see school policies).

## EMPLOYMENT

Squirrel Hayes First School is committed to the employment policies and practices which support the professional development for every member of staff, including part-time, agency and supply. This also includes opportunities for professional development. The aim is to create an environment where Governors and Employees apply equality and fairness in employment practices.

- All decisions including advertising of vacancies, short listing, selection, induction, appraisal, training,

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- Development, promotion, and pay will be based on an objective and fair assessment of need.
- Draw the attention of management or the appropriate trade union to suspected acts or practices which affect equal opportunities.

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The school will ensure that:

- recruitment procedures are fair, honest and open. The school will monitor staff
- recruitment, retention and career development by ethnicity, gender, disability and age.

All staff have a right to challenge any decision or action which they believe to be in breach of these principles. All complaints relating to employment must be made at first informally and, if necessary, the next step should be through the formal grievance procedure. Any member of staff who deliberately or knowingly contravenes the policy will be liable to formal disciplinary action. All complaints are assumed to be made in good faith unless there is evidence to the contrary. If however, an accusation is found to have been made maliciously, disciplinary action may be taken against the person making the false complaint.

## SPECIFIC EMPLOYMENT ISSUES

### Gender

The school is opposed to any direct or indirect discrimination based on gender, including gender change, sexual orientation or marital status. This will include any unequal treatment based on pregnancy/maternity.

### Race (including nationality or ethnic origin)/Religion or Belief

The School is opposed to any direct or indirect discrimination based on race, colour, religion/belief, ethnic or national origin. There may be situations in the school which require special consideration and where a genuine occupational qualification may apply, for example to justify the employment of a particular sex or someone of one particular race or ethnic origin. However, these situations will be unusual and exceptional and will be discussed with the staff in advance.

The school is further opposed to any act of victimisation or sexual harassment against any member of staff on the grounds of their gender or change of gender, colour, ethnic or national origins or religion/belief. Such action will be investigated in accordance with the school's procedure and may lead to formal disciplinary action.

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## Disability

The school is opposed to any discrimination against people with disabilities based on assumptions on their ability or otherwise to carry out the duties of a post in the school. All candidates with disabilities who meet the essential criteria for a post will be considered for short listing. Usually the school will short list up to at least 3 candidates for any one job. Decisions on short listing will be based on the application form and letter only judged against the essential criteria. Provision will be made for adjustments to the working conditions or environment where this is practicable. The definition of disability is "a physical or mental impairment which has a substantial and long-term adverse effect on an individual's ability to carry out normal day-to-day activities". The impairment must have lasted or will last at least 12 months or last the rest of an individual's life. This does not mean that people with "disabilities" do not have "abilities" that are valuable within a working environment.

## Age

The school is opposed to any direct or indirect discrimination, based on age towards any employee before, during or after employment. All employees have the right to be treated fairly whatever age, and not be subjected to any practice, which may disadvantage because of being a particular age, unless objectively justified. The school must not subject any employee to harassment that violates an employee's dignity, nor victimisation because they have made or intend to make a complaint of discrimination on the grounds of age. This right continues after the working relationship ends.

## Membership of Recognised Associations

The school also recognises its statutory obligation not to discriminate on the grounds of:

- Trade Union
- Political Affiliation
- Professional Association

## Dignity at work

The school is committed to the principles of dignity at work for all staff in the school. This includes the right to be treated with respect by all managers and colleagues. Any person who fails to act in accordance with this principle will be investigated in accordance with the school's procedure and may lead to formal disciplinary action.

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## Training

The principle outlined in relation to fair and equal treatment will also apply to selection for training. Details of training opportunities will be made available to all staff, who will be given the opportunity to request training on courses which they believe to be relevant to their role and personal development as identified through the annual performance management cycle. There can, of course, be no guarantee that all such requests will be met. Priorities for training allocation will be based on the school's overall development plan and budget allocations. All staff will be trained annually about Equal Opportunities.

## Race Equality

In line with the requirements of the Race Relations (Amendment) Act 2000, Squirrel Hayes First School fully understands the need to promote racial harmony and to plan opportunities for combating racism in our policies, procedures and curriculum. We believe that our school must be a safe place for everyone and we are committed to the principles which:

- eliminate unlawful racial discrimination
- promote equality of opportunity and good race relations

## Tackling Racial Discrimination

We will tackle racial discrimination by monitoring the outcomes of opportunities at our school and by dealing with and reporting racist incidents.

Allegations of harassment and discrimination based on ethnicity will be reported to Staffordshire Local Authority and investigated using the school's usual disciplinary procedures, and racism will be directly challenged. Action will be taken to prevent the likelihood of recurrence. Our procedure for dealing with racist incidents will be made known to everyone at or connected with our school through induction, regular training and feedback. Racist incident report forms will be completed to help the school monitor incidents and take appropriate action, with a summary of incidents being reported to the Governing body. Copies of racist incident report forms will be sent to the LA annually. In the event of a member of staff being implicated the incident will be investigated in accordance with the school's procedure.

## Promoting Equality Of Opportunity And Good Race Relations

These aspects of our race equality work will largely be done through seeking out as many opportunities as we can to celebrate cultural diversity, promoting positive images and respect

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for our own and other communities, individuals and groups, and planning within the curriculum to reflect diversity and engage with teaching about discrimination and race equality. Our Single Equality Action Plan will reflect specific priorities and our rigorous monitoring will help us evaluate progress towards meeting our duties in line with the Race Equality Duty (Race Relations Act 76/amended Race Relations Act 2000). In addition, Squirrel Hayes First School will audit its policies and practices to identify areas of race equality for development and to inform the Action Plan.

## GENDER

We believe that all children should have equal access to all aspects of school life, including the curriculum, subject choices and extra-curricular activities. It may be necessary for children to receive different treatment in order to ensure equality of opportunity and the school will pursue strategies to ensure that pupils achieve to their full potential. The school will examine its practices to ensure that pupils are given opportunities to achieve and that stereotyped expectations do not limit the experiences available. Staff actively plan together to break down stereotypical expectations. Through our regular staff training we will raise awareness and use of appropriate teaching and learning styles. We will promote approaches which provide equality of opportunity, including:

- Taking account of the interests and concerns of boys and girls by using a range of activities and contexts for work and allowing a variety of interpretations and outcomes, particularly in English, Science, Design and Technology, ICT, Art, Music and

## PE

- Avoiding gender stereotyping when organising pupils into groups

Allegations of harassment and discrimination based on gender, transgender or gender reassignment will be investigated and, where proven, directly challenged. Action will be taken to prevent the likelihood of recurrence. The school's approach will adhere to the Gender Equality Duty (in line with the Sex Discrimination Act 1975) and take account with regards to gender identity of the Recognition Act 2004, Employment Equality (Sexual Orientation Regulations 2003 and Gender Recognition Act 2004).

## DISABILITY

Squirrel Hayes First School is fully committed to the duties placed on schools in the Special Educational Needs and Disability Act 2001 and Disability Discrimination Act 2005.

Squirrel Hayes First School accepts the definition of a disabled person as someone who has:

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"a physical or mental impairment which has a substantial and long-term effect on his or her ability to carry out normal day-to-day activities."

The Disability Discrimination Act 2005 identifies a number of conditions such as cancer, HIV infection or multiple sclerosis which are deemed to be disabilities from the time of diagnosis.

For many years the school has worked actively to promote positive attitudes towards disabled people and to encourage participation by disabled people in the life of the school. We promote disability equality in our policies, procedures and curriculum even if this results in more favourable treatment within the parameters of "reasonable adjustment"; this policy details steps to help the school meet these requirements, and further updates to this policy will be made as guidance is received. We will consider the needs of all people in school including:

- Pupils who may be disabled but not have a statement of special educational need/Education Health Care Plan nor be on any stage of special needs assessment
- Teachers and other school staff
- Governors
- Professionals from other agencies
- Parents
- All visitors to school

In addition, the school will ensure that discrimination does not occur and that disabled people will not be placed at substantial disadvantage compared to others who are not disabled. We will seek to support all students and employees with health conditions or resulting disabilities whether or not they are covered by the Equality Act 2010.

We will ensure that our policies, in particular in relation to admissions procedures, do not place disabled students at a disadvantage. The school will work with the LA to audit the school for facilities and access for disabled people and for access to buildings, facilities and the curriculum. It will maintain updated written information on facilities and services and produce a plan to develop accessibility which is regularly updated.

Teachers will take specific action to enable the effective participation of students with disabilities by:

- planning appropriate amounts of time to allow for satisfactory completion of tasks
- planning opportunities, when necessary, for the development of skills in practical

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- aspects of the curriculum
- identifying aspects of their programmes of study and attainment targets that may
- present specific difficulties for individuals.

The school's approach to Disability includes its formal responsibilities within the Disability Equality Duty (in line with the Disability Discrimination Act 1995, amended 2005).

## ROLES AND RESPONSIBILITIES

The general duties of the school in relation to equality of opportunity are the responsibility of all members of staff and people involved in working at the school.

Specific responsibilities should include:

- The Head Teacher and SLT are responsible with the Governors for developing and monitoring of the school objectives arising out of this Policy.
- The Head Teacher who is the designated person for coordinating the school's response to and reporting onwards of racist incidents report forms.
- The Head Teacher who is responsible for ensuring that induction and training in equal opportunities work is available to all members of staff.
- The Governors Staffing and Standards is responsible for monitoring and evaluating the success of the school objectives and effectiveness of the Policy.
- All staff who teach at this school and all support staff who help facilitate learning
- are responsible for promoting racial harmony and preparing pupils for living in a
- diverse and increasingly interdependent society.

## Number of reported and recorded incidents of Racial and Homophobic bullying

### 2019/2020 Number of reported incidents

Racial Bullying 0

Homophobic Bullying 0

## Squirrel Hayes First School Objectives under the Equalities Act 2010

Staff training on the requirements and obligations of the Equalities Act 2010 will take place annually.

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### Targets for 2021/22

Squirrel Hayes will continue to work towards narrowing the gender gap for boys in reading and writing through quality first teaching and targeted interventions.

We will track the sustained impact of Inspire maths on standards in maths for learners with SEND.

Squirrel Hayes will support disadvantaged families to access devices to take advantage of digital support in reading, spelling, mathematics and to access broad and balanced learning opportunities and access to cultural capital.

### Supporting Equality at Squirrel Hayes First School

Awareness of issues surrounding equality and discrimination are raised and actively discussed throughout all of the Key stages in the school. This PSHE programme is designed to develop upon the central ethos of the school as a community in which its members respect each other and which supports the concept of the world as a single community.

Squirrel Hayes First School pays due regard to its responsibilities under the Equalities Act 2010 through the following actions:

- There is an extensive range of activities which allow pupils to explore the values and beliefs of others, develop their own personal values and beliefs, understand human feelings and emotions, investigate moral values and ethical issues and develop an understanding of how communities and societies function.
- Individualising a pupil's curriculum and developing flexible learning arrangements to support pupils in attaining their targets and learning goals.
- Weekly assemblies which raise a wide range of moral and religious issues. The themes for assemblies focus on respect to other people's values and beliefs, thereby challenging racism and valuing race equality. Not only do we have weekly assemblies but we also visit local places of worship.
- The development of integrated transition arrangements [as able to be facilitated following LA covid safe guidelines](#) for new intake pupils and pupils who are transferring to another school, follow discussions with parents, the SEN Co-ordinator, and professionals in the different settings.
- Close monitoring of exclusion statistics by Head Teacher.
- The use of external support agencies such as, the School Nurse, Physical Disability Support Service and Various Medical Services.

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- The Biddulph Schools Partnership Community Cohesion Weeks each year focus on all aspects of the spiritual, social, moral, and cultural education of the pupils. On these days which look at different faiths and cultures pupils' experience personal enrichment through encounter with cultural beliefs and traditions from a range of cultures. In addition to this we celebrate different festivals throughout the year. This has allowed pupils to develop a respect for cultural diversity and understand, accept, respect and celebrate diversity.
- There are extensive partnerships with outside agencies and individuals to extend pupils' cultural awareness, for example, educational workshops / presentations, museum, concert and gallery visits, resident artists [as able to be facilitated following LA covid safe guidelines](#)
- All pupils follow the Staffordshire Syllabus for RE that explores their understanding of a number of major world religions, including Christianity and allows them to reflect on the similarities and differences in beliefs of different cultures and develop an appreciation of cultural diversity. There is a focus on the idea that each person should act towards others as they would wish to be treated.
- In curriculum subjects such as Geography children study life in other parts of the world.
- [The Relationship in Education](#) programme addresses discrimination on the grounds of race, religion, gender, sexual orientation, age and other criteria.
- Successful levels of fundraising and charitable activities in school have supported events such as 'Children in Need', 'Sports Relief' and 'Red Nose Day'. We also support charities in different ways during the academic year. As well as collecting considerable sums of money and supporting those less fortunate than ourselves the events have raised awareness for the pupils of the moral and social issues that form the basis of the fundraising.
- As a whole school we are actively trying to improve rates of accelerated progress for boys in writing. A wide range of strategies and actions include:
  1. Class topics focus on ideas which capture the imagination of boys, as well as girls.
  3. Use of non-fiction texts as well as fiction texts.
  4. Use of 'boy friendly' teaching strategies e.g. Kinaesthetic, practical activities and group work.
  5. Building upon the positive with lots of praise, stickers, awards, etc.
  6. Explicit teaching of handwriting and spelling
  7. Carefully pitched learning to ensure success and challenge
  8. Monitor and drive quality of teaching, learning and assessment to drive progress
  9. [Working with advice from external agencies and following best practice CPD to make reasonable adjustments for learners with additional needs.](#)

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- To ensure that the very large majority of learners make expected or better progress in writing we will:
  1. Ensure that all staff have training in multisensory letter formation and plan for personalised needs in a progressive curriculum
  2. Exploit the interests of learners to provide motivating opportunities for writing
  3. Use practice and scaffolding to build to skill transference and working independently.
  4. Create an exciting and enabling learning environment that facilitates opportunities to develop and apply writing skills
  5. Monitor and drive quality of teaching, learning and assessment to drive progress
- Staff training on the requirements and obligations of the Equalities Act 2010 will take place annually.
- The Governing Body review all cases of bullying that take place in the school and the management of these incidents. An annual report will be made to the full governing body which reviews the extent of 'due regard' paid to the regulations under the Act.

### MONITORING AND EVALUATING THE EFFECTIVENESS OF THE POLICY

A range of information, including quantitative and qualitative data, will be used. It will include:

- Data by all of the protected characteristics of gender, age, race, disability, religion or belief and sexual orientation (where appropriate data is obtainable):
- Pupil attainment
- Access to the curriculum and subject areas
- Exclusions from school
- Exclusions from areas of the curriculum, including school trips and extracurricular
- Activities
- Punishment and rewards
- Staff recruitment, retention and career development
- Analysis of racist incident report forms
- Ofsted reports on educational provision and standards
- Consultation with parents, pupils, governors and the LA

Data will be used to inform planning, identify priorities and to ensure the school's commitment to equal opportunities goes from policy to practice to improve outcomes.

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The data from the above monitoring is to be produced and reviewed annually by the School.

## DOCUMENT CHANGE LOG

Version No.	Date of review	Reviewer	Changes Made
01	June 2012	Rachel Nevins-Stanford	New Policy in line with Equality Act 2012
02	June 2013	Helen Johnson-Allen	Reviewed
03	June 2014	A. Harris	Reviewed Identified reading progress for learners with SEN a school focus
04	June 2015	A Harris	Reviewed Updated progress to last 2013 – 2014 targets New targets set for 2015 - 2016
05	June 2016	A Harris	Reviewed Updated progress to last 2014 – 2015 targets New targets set for 2016 - 2017
06	June 2017	A Harris	Reviewed Updated marginal and vulnerable group data. Updated progress to last 2015 – 2015 targets New targets set for 2016 - 2017
07	June 2018	A Harris	Reviewed Updated marginal and vulnerable group data. Updated progress for 2017 – 2018 targets New targets set for 2018 - 2019
08	June 2019	A Harris	Reviewed Updated marginal and vulnerable group data. Updated progress for 2018 – 2019 targets New targets set for 2019 - 2020

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Version No.	Date of review	Reviewer	Changes Made
09	June 21	A Harris	<ul style="list-style-type: none"> <li>• Made reference to following LA covid safe guidance when facilitating transitions and extended learning experiences.</li> <li>• Detailed following relationships in education progression to promote equality and understanding of equality.</li> <li>• Detailed the importance of practice and scaffolding to build to transfer of skills and independence in learning.</li> </ul>
10	April 2023	A Harris	Reviewed

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