

HARBOURSIDE LEARNING *Partnership*

Public Sector Equality Duty Policy

Committee:	Achievement and Standards	
Policy Ratified:	6 th March 2018	
Review Date:	March 2022	

Additional School Procedure	
Committee:	
Procedure Adopted:	
Review Date:	



1. Introduction

1.1 Harbourside Learning Partnership (HLP) has resolved to adopt a policy to demonstrate its commitment to the Public Sector Equality Duty and its endeavours to ensure equality of education and opportunity for all pupils, staff, carers, trustees, governors and visitors to our schools.

1.2 The Partnership will, as appropriate, publish Partnership wide equality information and will, where Partnership wide challenges are identified, set Partnership wide objectives. Additionally, each school will publish its own equality information and will set school specific objectives.

1.3 HLP and its schools will proactively seek to prevent direct discrimination, discrimination by association, discrimination by perception, indirect discrimination; harassment and victimisation; they will actively seek to foster diversity, generosity, understanding and participation.

1.4 The following overarching principles will guide the approach of HLP and its constituent schools:

- To ensure that all learners have equal access to the formal and informal curriculum of the school;
- To be proactive in fostering equality, not simply preventing discrimination;
- To ensure that teaching, learning and the curriculum promote equality and community cohesion and celebrate diversity;
- To remove or minimise disadvantages;
- To take steps to meet the needs of all learners;
- To encourage participation when it is disproportionately low;
- To adhere to the nine guiding principles (see Appendix 1)

1.5 Legal framework

Schools are required to comply with the Public Sector Equality Duty (PSED); they must provide information (including evidence) to show how they are doing this and they must set equality objectives. Information must be updated annually showing how the school has met the equality duty; and measurable objectives must be published at least every four years.

1.6 HLP gladly embraces its duties in this respect and what follows sets them out more fully.

1.7 Under the Equality Act 2010. The general duties are to:

- eliminate discrimination,
- advance equality of opportunity
- foster good relations

1.8 HLP understands the principles of the act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity.

1.9 All groups below are covered within the Equality Act 2010 and some of the groups are also covered within the additional following named acts:

- Age (for employees only)
- Gender (including issues of transgender)
- Gender reassignment
- Maternity and pregnancy
- Religion and belief (includes lack of belief)
- Marriage and Civil Partnership (for employees)

Disability Equality Duty (2005)

- Disability

Race Relations (Amendment) Act (2000)

- Race (includes ethnic or national origins, colour or nationality)

Equality Act (Sexual Orientation) Regulations (2007)

- Sexual identity

1.10 In order to meet our general duties, listed above, the law requires us to take some specific actions to demonstrate how we meet the general duties. These are to:

- Publish equality information – to demonstrate compliance with the general duty across its function (although no *information will be published that can specifically identify any individual person*);
- Prepare and publish equality objectives.

1.11 To do this we will collect data related to the protected characteristics above and analyse this data to determine our focus for our equality objectives. The data will be assessed across our core provisions as a trust. This will include the following functions:

- Admissions;
- Attendance;
- Attainment;
- Exclusions;
- Prejudice related incidents.

1.12 Our objectives will detail how we will ensure equality is applied to the services listed above. However, where we find evidence that other functions have a significant impact on any particular group, we will include work in this area.

1.13 We welcome our responsibilities as an employer and will ensure compliance with the Equality Act 2010 in regard to the range of functions associated with being an employer.

1.14 We also welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.

1.15 We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities and the Human Rights Act 1998.

1.16 In fulfilling our legal obligations we will:

- Recognise and respect diversity;
- Foster positive attitudes and relationships, and a shared sense of belonging;
- Observe good equalities practice, including staff recruitment, retention and development;
- Aim to reduce and remove existing inequalities and barriers;
- Consult and involve widely;
- Strive to ensure that society will benefit.

2. Arrangements, Roles and Responsibilities

2.1 HLP Trust Board

The Achievement and Standards Committee of the Trust Board will set and review the Public Sector Equality Duty Policy on an annual basis. On the advice of the CEO, it will identify Trust-wide equality challenges and set Trust-wide objectives to address them. These objectives are summarised in Appendix 2 of this policy. These objectives will be reviewed annually and refreshed at least very four years.

2.2 The Achievement and Standards Committee of the Trust Board is responsible for ensuring that the Partnership complies with legislation, and that this policy and related procedures and action plans are implemented. The Trust Board will ensure that the HLP website has a designated area in which this policy can be published along with other appropriate information and evidence to demonstrate how the Trust is complying with the Public Sector Equality Duty.

2.3 Local Governing Bodies (LGB)

LGB's will secure the publication of equality information and evidence and the setting of equality objectives for their schools. Each school will summarise their equality objectives in Appendix 3 of this policy. LGBs will ensure that equality information is published on a designated area of the school website, alongside this policy. That website space will include a link to the equivalent HLP designated website space. The objectives set by the schools will take account of those trust-wide objectives as well as local circumstances. These objectives will be reviewed annually and refreshed at least very four years.

2.4 The LGB is responsible to the Trust Board for ensuring that the school complies with legislation and that this policy and related procedures and action plans are implemented.

2.5 A named member of the LGB has responsibility for monitoring and implementing this policy.

2.6 Headteachers

The Headteacher, accountable to the Trust Board, is responsible for implementing this policy, for ensuring all staff are aware of their responsibilities and are given appropriate training and support and for taking appropriate action in cases of unlawful discrimination.

2.7 Headteachers will:

- Secure the monitoring of equality employment information and report it to the Local Governing Body on an annual basis.
- Undertake Equality Impact Assessment (Equality Analysis) exercises when renewing or reviewing policy or practice to ensure full compliance with the Equality Act 2011.
- Secure evaluation of curriculum information by looking specifically at equality groups and ensure that adjustments are made as appropriate to ensure that equality groups are supported positively.
- Ensure that all other data relating to whole school monitoring will encompass scrutiny of equality information so that groups are supported positively.
- Ensure that, when it is reviewed, each curriculum subject or area will ensure that teaching and learning will reflect the guiding principles of this policy.

2.8 Staff

All staff are expected to:

- Adhere to this policy.
- Promote equality and inclusion in their classrooms, amongst colleagues and with visitors to the school.
- Deal with prejudice related incidents that occur.
- Plan and deliver lessons that reflect this guidance.
- Provide and analyse quantitative and qualitative data that supports better understanding of equality groups and any issues that may arise.
- Undertake and support Equality Impact Assessment processes.
- Attend appropriate training that allows their school to keep up to date with equality issues.

2.9 All staff, Governors and Trustees have access to training and a selection of resources which discuss and explain the concepts of equality, diversity and community cohesion.

2.10 All staff, Governors and Trustees will exercise their safeguarding responsibilities in relation to equality matters and ensure that any bullying or challenging of human rights is addressed in a timely manner.

2.11 Specific arrangements and strategies for promoting equality

All schools within HLP aim to secure equality in their schools by:

2.12 Curriculum

- Providing a diverse and varied curriculum which provides all children with an opportunity to succeed;
- Seeking opportunities to reflect the background and experience of pupils and families in the school;
- Providing opportunities to explore concepts and issues related to identity and equality;
- Promoting attitudes and values that celebrate and respect diversity and challenge discriminatory behaviour and language whenever it occurs;
- Using images and materials which positively reflect a range of cultures, identities and lifestyles.

2.13 Achievement

- Ensuring an equally high expectation of all pupils regardless of age, gender, ethnicity, ability, social background and sexual orientation;
- Ensuring that all adults in the schools provide positive role models in their approach to all issues relating to equality of opportunity;
- Identifying the particular needs of individuals and groups within the schools using targeted interventions to narrow gaps in achievement;
- Ensuring that a range of teaching methods is used to ensure that effective learning takes place at all stages for all pupils;
- Ensuring that all pupils are actively encouraged to engage with all other pupils in their own learning.

2.14 School Ethos and Organisation

- Ensuring that those involved in the leadership of the school are instrumental in demonstrating mutual respect between all members of the school community;
- Achieving a feeling of openness and honesty in all aspects of school life;
- Encouraging and expecting that all pupils are kind, polite and caring individuals treating others equally;
- Encourage and expecting everyone in the school to greet visitors with friendliness and respect;
- Ensuring that school displays reflect diversity across all aspects of equality;
- Making reasonable adjustments to ensure access for all pupils, staff and visitors (including parents) with disabilities;
- Making reasonable adjustments to ensure that members of the school community can access school information and activities;
- Catering for the social, cultural, moral and spiritual needs of all children through the planning of collective worship, classroom based and off site activities;

- Seeking pupils' views, respecting their views and taking them into account when making decisions;
- Encouraging positive role models throughout to ensure that different groups of pupils feel welcomed and included.

2.15 Staff Recruitment and Professional Development

- Promoting equality of opportunity for all staff and job applicants;
- Creating a supportive and inclusive working environment in which all individuals are able to make best use of their skills, free from discrimination or harassment, and in which all decisions are based on merit;
- Ensuring that there is no discrimination against staff on any grounds including age; race; sex; disability; sexual orientation; gender reassignment; marriage and civil partnership; pregnancy and maternity; religion, faith or belief;
- Ensuring that all staff are aware of their duty to act in accordance with this policy and treat colleagues with dignity at all times, and not to discriminate against or harass other members of staff, regardless of their status;
- Ensuring that all posts are advertised appropriately and that a diverse range of applicants is encouraged;
- Ensuring that those involved in recruitment and selection are trained and aware of what they should do to avoid discrimination and to ensure equality of opportunity;
- Taking steps to encourage people from under-represented groups to apply for positions at all levels of the school;
- Ensuring that access to opportunities for professional development is monitored on equality grounds;
- Ensuring that equalities policy and practice is covered in all staff inductions;
- Regularly reviewing employment policy and procedures to check conformity with legislation;
- Ensuring that all staff, including support and administrative staff, receive appropriate training and opportunities for professional development, both as individuals and as groups or teams.

2.16 Countering and Challenging Harassment and Bullying

- Having a policy which promotes positive and appropriate behavior;
- Having clear, agreed procedures for dealing with prejudice related bullying incidents;
- Having a nominated member of staff to act as 'Anti-Bullying Champion';
- Keeping records of prejudice-related incidents and, if requested, providing a report about the numbers, types and seriousness of prejudice-related incidents how they are dealt with.

2.17 Promoting Equality: Partnerships with Parents / Carers and with the Wider Community

- Taking action to ensure all parents / carers are encouraged to participate in the life of the School;

- Maintain good channels of communication with all parents;
- Taking opportunities to seek parents' views and then taking those views into account when making decisions;
- Encouraging all members of the local community to join in school activities and celebrations;
- Ensuring that the parents / carers of all newly arrived pupils are made to feel welcome.

Appendix 1 – The Nine Guiding Principles of Equality Policy

In fulfilling the legal obligations and establishing our school ethos, HLP and its constituent schools are guided by nine principles:-

Principle 1: All learners are of equal value

We see all learners and potential learners, and their parents and carers, as of equal value:

- Whether or not they are disabled;
- Whatever their ethnicity, culture, religious affiliation, national origin or national status;
- Whatever their gender or gender identity;
- Whatever their sexual identity.

Principle 2: We recognise and respect difference

Treating people equally (Principle 1 above) does not necessarily involve treating them all the same. Policies, procedures and activities must not discriminate but never the less take account of differences of life experience, outlook and background, and in the kinds of barrier and disadvantage which people may face, in relation to:

- Disability, so that reasonable adjustments are made;
- Ethnicity, so that different cultural backgrounds and experiences of prejudice are recognised;
- Gender, so that the different needs and experiences of girls and boys, women and men are recognised;
- Sexual identity.

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

Policies, procedure and activities promote:

- Positive attitudes and actions towards disabled people, good relationships between disabled and non-disabled people, and an absence of harassment of disabled people;
- Positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, religious affiliation, national origin or national status, and an absence of prejudice related bullying;
- Mutual respect and good relationships between girls and boys, women and men and an absence of sexual and homophobic harassment.

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

Policies and procedures benefit all employees and potential employees, for example in recruitment and promotion and in continuing professional development:

- Whether or not they are disabled;
- Whatever their ethnicity, culture, religious affiliation, national origin or national status;
- Whatever their gender and sexual identity and with full respect for legal rights relating to pregnancy and maternity.

Principle 5: We aim to reduce and remove inequalities and barriers that exist

In addition to avoiding or minimising possible negative impacts of our policies, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist between:

- Disabled and non-disabled;
- People of different ethnic, cultural and religious backgrounds;
- People of different gender identification;
- People of different sexuality.

Principle 6: We consult and involve widely

People affected by a policy or activity should be consulted and involved in the design of new policies and in review of existing ones. Consultation involves:

- Disabled and non-disabled;
- People of different ethnic, cultural and religious backgrounds;
- People of different gender identification;
- People of different sexuality.

Principle 7: We address prejudice and prejudice relate bullying

We oppose all forms of prejudice which stand in the way of fulfilling the legal duties listed above:

- Prejudice around disability and special educational needs. Single Equality Policy 4;
- Prejudices around racism and xenophobia, including those that are directed against religious groups and communities, for example anti-Semitism and Islam phobia, and those that are directed against travellers, migrants, refugees and people seeking asylum;
- Prejudice reflecting sexism or homophobia.

Principle 8: Society as a whole should benefit

Policies and activities should benefit society as a whole, both locally and nationally, by fostering greater social cohesion and greater participation in public life of:

- Disabled and non-disabled;
- People of different ethnic, cultural and religious backgrounds;
- People of different gender identification;
- People of different sexuality.

Principle 9: Objectives

Each year we formulate and publish specific and measureable equality objectives, based on the evidence we have collected and published, in relation to:

- Disability;
- Ethnicity, religion and culture;
- Gender.

Appendix 2

Trust-Wide Equality Objectives 2017/18 – 2018/19

Objective 1: Policy Development

In the development and implementation of Trust-wide policies, ensure that full attention is given to issues of equality. Examples include:

- Pupil Attendance Policy
- Complaints Policy
- Pay policy
- Appraisal Policy
- Child Protection Policy and Procedures
- Collective Worship Policy
- Safer Recruitment Policy

Objective 2: Gender Pay Gap

The Trust must undertake its first statutory gender pay gap reporting exercise. It will undertake this in a way which enables it to meet its mandatory duty but will also ensure that such information is thoroughly interrogated for patterns and trends so that any lessons may be learned.

Objective 2: Pupil Achievement

Narrow the gap in performance of pupils identified as 'disadvantaged' when compared to non-disadvantaged children nationally.

Appendix 3

School-Specific Equality Objectives 2017/18 – 2018/19

School name: Oakdale Junior School

Objective 1: To provide spiritual, moral, social and spiritual development through all appropriate curricular opportunities, with particular reference to issues of equality.

Objective 2: To reduce prejudice and increase understanding of equality through direct teaching across the curriculum.
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Objective 2: To narrow the gap in all subjects between boys and girls.
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