

1. Our Vision and Values: “Learn, Achieve, Grow Believe”

“We aspire to be a thriving school where the whole community can flourish as individuals. We want everyone to be lifelong resilient learners who believe in themselves, achieve their potential and make a positive contribution as global citizens. Our aim is to create a nurturing environment that embraces diversity and enables everyone to demonstrate love, compassion and respect.”

The governing body and school is committed to a policy of equality and aims to ensure that no employee, job applicant, pupil or other member of the school community is treated less favourably on grounds of sex, race, colour, ethnic or national origin, marital status, age, sexual orientation, disability or religious belief. Any behaviour, comments or attitudes that undermine or threaten an individual’s self-esteem on these grounds will not be tolerated. We aim to provide equal access to high quality educational opportunities and to ensure that everyone feels that they are a valued member of the school community. We seek to provide a safe and happy environment where all can flourish and where physical and cultural diversity is celebrated.

The school opposes all forms of harassment, prejudice related incidents and discrimination and publicly celebrates diversity. The school actively promotes good personal and community relations. Diversity is respected and inclusion is a strength of the school. Advancing diversity is integral to us in our drive to raise standards for all.

We aim to empower our pupils to make informed choices so that they are better prepared for the opportunities, responsibilities and experiences of life within their community. Staff foster a positive atmosphere of mutual respect and trust among all pupils. Clear procedures are in place to ensure staff are able to confidently deal with any forms of bullying and harassment promptly, firmly and consistently. Actions taken are in line with relevant LA policy and guidance such as those for antibullying and dealing with prejudice related incidents.

All forms of harassment are recorded, monitored and dealt with in line with relevant school policy. Pupils, staff and parents are aware of the procedure for dealing with these and confident in their knowledge that such behaviour is always unacceptable. Staff are trained to deal effectively with prejudice related incidents.

Equality of opportunity cannot be realised without the involvement and commitment of all members of the school community and a common understanding of the pivotal role of equal opportunities in the context of the school’s ethos and values, in particular, the recognition that the role of all staff is crucial in the delivery of the objectives of the policy.

All members of the school community are responsible for promoting the school’s single equality policy and are obliged to respect and act in accordance with the policy.

2. Legal Duties

As a school we welcome our duties under the Equality Act 2010. The general duties are to:

- eliminate discrimination, harassment and victimisation and other conduct prohibited by the Equality Act 2010
- advance equality of opportunity between people of different groups, and
- foster good relations between people of different groups

We understand the principal of the act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity.

At the same time, it should be recognised that Hailey School is a Church of England School and therefore certain exceptions to the Equality Act 2010 apply.

A protected characteristic under the act covers the groups listed below:

- age (for employees not for service provision),
- disability
- race
- sex (including issues of transgender)
- gender reassignment
- maternity and pregnancy
- religion and belief,
- sexual orientation
- Marriage and Civil Partnership (for employees)

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

- Publish equality Information – to demonstrate compliance with the general duty across its functions **(We will not publish any information that can specifically identify any child)**
- Prepare and publish equality objectives.

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 school. This will include the following functions:

- Admissions
- Attendance
- Attainment
- Exclusions
- Prejudice related incidents
- Equality in employment

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.

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

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.

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
- Ensure that equality remains high on the school's strategic agenda
- Ensure that complaints or evidence of failure to comply with the school's single equality policy will be dealt with promptly and fully investigated according to the relevant procedure
- Ensure all forms of discrimination by any person within the school's responsibility are treated seriously as such behaviour is unacceptable.

3. Addressing Prejudice Related Incidents

This school is opposed to all forms of prejudice and we recognise that children and young people who experience any form of prejudice related discrimination may fair less well in the education system. We take very seriously any prejudice related discrimination against or by our staff or other members of our community. We provide both our pupils and staff with an awareness of the impact of prejudice in order to prevent any incidents. If incidents still occur we address them immediately and report them to the Local Authority using their guidance material.

4. Policy and Planning

Equal opportunities implications, including race and disability equality, will be considered and recorded whenever school policies are developed or reviewed. All policies will be regularly reviewed to provide a comprehensive and consistent process of monitoring and evaluation.

A Governor Lead role has been introduced to ensure the inclusion and consideration of the policy across the governing body committees, and school self-evaluation and Raising Achievement Plan (RAP) development processes.

In addition, this Governor Lead, along with the School Equality Action Team, will analyse the effectiveness of the policy and produce and monitor the objectives required by the school to meet and exceed its duties on equality issues.

5. Equality in Employment

The Equality Act 2010 replaced previous anti-discriminatory laws with a single Act. It simplified the law, making it easier for people to understand and comply with. It also strengthened the law in important ways, to help tackle discrimination and inequality. This section summarises the Public Sector Equality Duty in relation to information on employees.

a. Public Sector Equality Duty and the requirement to publish data

Schools that employ fewer than 150 staff are still under an obligation to publish an analysis of their employment policies and practices setting out how they further the aims of the duty and address any equality concerns within the workforce or other information from staff surveys.

A list of equality furthering policies and programmes being implemented at Hailey School is available in the accompanying document "Hailey CE Equality Objectives and Accessibility Plan".

b. Equality monitoring and recruitment

The current local authority recruitment application form allows for the collection of diversity data required under the Equalities Act. The data collected is on gender, age, disability, ethnicity, sexual orientation and religion or belief. Hailey School uses the relevant electronic documents available on the intranet and on the Oxfordshire County Council jobs site:

<http://www.oxfordshire.gov.uk/cms/content/teaching-and-school-support-vacancies>

Hailey School's policy, in all staff appointments, is to appoint the best candidate based on strict professional criteria.

However, the school notes and follows the local authority guidelines relating to recruitment:

- employers must avoid direct and indirect discrimination, discrimination arising from a disability, harassment and victimisation in all aspects of recruitment. They must also make reasonable adjustments for disabled people.

- The Equality Act makes it unlawful for any employer to ask questions relating to an applicant's health prior to a job offer. This means employers can no longer ask how many days sickness absence an applicant has had on either the application form, at interview, as part of the reference request or informally in the pre-offer part of the selection process. A general rule is that questions relating to a person's health can only be made once an offer of employment has been made to enable any reasonable adjustments to be made for those with a disability or other health condition. Managers are still able to ask if an applicant requires any adjustments for interview. An employer can still ask about disability for monitoring purposes to check the diversity of applicants, although equality monitoring forms must always be detached from the application form before they are passed to the panel so they do not form part of the recruitment process.
- The Equality Act allows positive action to be taken if an employee or job applicant who has a particular protected characteristic suffers a disadvantage connected to that characteristic, or if their participation in an activity is disproportionately low. The Act also allows a protected characteristic to be taken into consideration when deciding who to recruit or promote, however this can only be done when there are candidates who are "as qualified as" each other for a particular vacancy. Evidence would be needed to show that people with that characteristic face particular difficulties in the workplace or are disproportionately under-represented in the workforce.
- a policy of automatically treating job applicants who share a protected characteristic more favourably in recruitment and promotion is not allowed. This means the abilities, merits and qualifications of all candidates must be considered in each recruitment exercise, otherwise it would be unlawful and discriminatory. Prior to taking positive action must be taken from the Education Personnel Service on 02380 383500 or eps.consultants@hants.gov.uk (for maintained schools).

c. Equal pay – direct discrimination

The Equality Act retains the framework that was previously in place. In most circumstances a challenge to pay inequality and other contractual terms and conditions still has to be made by comparison with a real person of the opposite sex in the same employment. However, a change in the Equality Act allows a claim of direct pay discrimination to be made, even if no real person comparator can be found. This means that a claimant who can show evidence that they would have received better remuneration from their employer if they were of a different sex may have a claim, even if there is no-one of the opposite sex doing equal work in the organisation.

Hailey CE School uses the local authority robust job evaluation scheme to grade new, or significantly changed jobs. More information is found at: <http://schools.oxfordshire.gov.uk/cms/content/job-evaluation>

d. Training and Professional Development

The leadership team, staff and governors will be encouraged to take up all relevant opportunities for training on equality matters, and the School Equality Action Team (SEAT) will facilitate the distribution of information and co-ordination of training and awareness at operational and strategic levels in the school.

The school will endeavour to:

- enhance and develop the skills, knowledge and abilities of existing employees to realise their full potential, irrespective of background or employment status;
- provide equal access to training and development opportunities for all staff, including part time, on the basis of their assessed training needs;
- promote greater awareness of equal opportunities and the contribution which staff, governors, parents/guardians and pupils can make;
- equip employees with the skills to provide personal and organisational solutions, discriminatory practices and behaviour and to promote anti-discriminatory behaviour generally.

Professional development involves a continuous process of learning involving self-development, encouragement and motivation. The school places great importance on the relationship between team

members and will ensure that employees are encouraged and supported to take responsibility for their own learning and development in the context of the school's performance management system.

e. Monitoring

Monitoring with respect to equality in employment will be undertaken using information from the following areas on an annual basis by sex, race, disability, grade and subject area:

- composition of the school staff;
- recruitment trends;
- take up of training opportunities;
- promotion patterns;
- use of complaints procedure;
- use of grievance, disciplinary, harassment etc;
- use of sanctions;
- take-up of family-friendly policies, e.g. flexible working arrangements.
- exit interviews (if applicable).

6. Admissions

The school follows local authority pupil admission policies that do not permit sex, race, colour, disability or other protected characteristic to be used as criteria for admission. The schools aim is to provide for all pupils according to their needs, irrespective of gender, race, colour, ethnic or national origin, age, disability or religious belief.

See Hailey School Admissions policy.

7. Responsibility

We believe that promoting Equality is the whole schools responsibility:

School Community	Responsibility
Governing Body	Involving and engaging the whole school community in working to eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Equality Act 2010; advancing equality of opportunity between people of different groups; and fostering good relations between people of different groups. Also involving and engaging the whole school community identifying and understanding equality barriers and in the setting of objectives to address these. Monitoring progress towards achieving equality objectives. Publishing data and publishing equality objectives. Practicing equality in recruitment and employment duties.
Headteacher	As above including: Promoting key messages to staff, parents and pupils about equality and what is expected of them and can be expected from the school in carrying out its day to day duties. Ensuring that all school community receives adequate training to meet the need of delivering equality, including pupil awareness. Ensure that all staff are aware of their responsibility to record and report prejudice related incidents. Practicing equality in recruitment and employment duties.
Senior Management Team	To support the Head as above Ensure fair treatment and access to services and opportunities. Ensure that all staff are aware of their responsibility to record and report prejudice related incidents.

School Community	Responsibility
Teaching Staff	<p>Help in delivering the right outcomes for pupils. Uphold the commitment made to pupils and parents/carers on how they can be expected to be treated. Design and deliver an inclusive curriculum Ensure that you are aware of your responsibility to record and report prejudice related incidents.</p>
Non Teaching Staff	<p>Support the school and the governing body in delivering a fair and equitable service to all stakeholders Uphold the commitment made by the headteacher on how pupils and parents/carers can be expected to be treated Support colleagues within the school community Ensure that you are aware of your responsibility to record and report prejudice related incidents</p>
Parents	<p>Take an active part in identifying barriers for the school community and in informing the governing body of actions that can be taken to eradicate these Take an active role in supporting and challenging the school to achieve the commitment given to the school community in tackling inequality and achieving equality of opportunity for all.</p>
Pupils	<p>Supporting the school to achieve the commitment made to tackling inequality. Uphold the commitment made by the head teacher on how pupils and parents/carers, staff and the wider school community can be expected to be treated.</p>
Curriculum	<p>Pupils should have access to a broad and balanced curriculum which avoids stereotypes and provides good role models for all pupils. Equality should inform the whole of the curriculum and be reviewed regularly. Equal opportunities issues will be taken account of in planning the curriculum and should be reflected in planning documentation.</p>
Local Community Members	<p>Take an active part in identifying barriers for the school community and in informing the governing body of actions that can be taken to eradicate these Take an active role in supporting and challenging the school to achieve the commitment made to the school community in tackling inequality and achieving equality of opportunity for all.</p>
External Agencies	<p>This school will liaise with specialists to support individual pupils or staff members and ensure equality of opportunity. This relationship will include teachers, specialist teachers, teaching assistants, welfare assistants and midday assistants. Among these specialists are the following: physiotherapists, educational psychologists, speech therapists, doctors, the school nurse, social workers, and the staff of the voluntary and statutory agencies. We benefit from the LA's advice, and its provision through the Sensory Support services and Educational Psychology group sessions.</p>

We will ensure that the whole school community is aware of the Single Equality Policy and our published equality information, equality objectives and accessibility plan by publishing them on our website or by requesting paper copy from the school office. Community members unable to access these will be able to have the information read and explained to them in a sensitive and confidential manner.

Breaches

Breaches to this statement will be dealt with in the same ways that breaches of other school policies are dealt with, as determined by the head teacher and governing body.

Monitor and Review

Our Equality Objectives sit within our Strategic Action Plan (SAP), and are therefore monitored and reviewed on a continuous basis by the school's School Equality Action Team and Governor Lead. They are also contained within, and reviewed annually as part of, this policy's accompanying document "Hailey CE Primary School Equality Objectives and Accessibility Plan". This document also defines the evaluation and review process.