



## Hatton Hill Primary School

### Equality, Diversity and Accessibility Plan

Since the Equality Act 2010 came into effect in April 2011 there has no longer been a requirement that schools should draw up and publish equality schemes or policies. It is still good practice, however, for a school to make a statement about the principles according to which it reviews the impact on equalities of its policies and practices, and according to which it fulfils the specific duties to publish information and evidence, and to decide on specific and measurable objectives.

#### **Legal framework**

We welcome our duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age (as appropriate), disability, ethnicity, gender (including issues of transgender, and of maternity and pregnancy), religion and belief, and sexual identity.

We 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.

#### **Guiding principles**

In fulfilling the legal obligations cited above, we 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, national origin or national status
- whatever their gender and gender identity
- whatever their religious or non-religious affiliation or faith background
- 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. Our policies, procedures and activities must not discriminate but must nevertheless 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, and women and men, are recognised
- religion, belief or faith background
- sexual identity.

**Principle 3: We foster positive attitudes and relationships, and a shared sense of cohesion and belonging.** We intend that our policies, procedures and activities should promote:

- positive attitudes towards disabled people, good relations 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 and incidents
- mutual respect and good relations between boys and girls, and women and men, and an absence of sexual and homophobic harassment.

**Principle 4: We observe good equalities practice in staff recruitment, retention and development.** We ensure that policies and procedures should benefit all employees and potential employees, for example in recruitment and promotion, and in continuing professional development:

- whatever their age
- 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 already 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
- people of different ethnic, cultural and religious backgrounds
- girls and boys, women and men.

**Principle 6: We consult and involve widely.** We engage with a range of groups and individuals to ensure that those who are affected by a policy or activity are consulted and involved in the design of new policies, and in the review of existing ones.

**Principle 7: Society as a whole should benefit.** We intend that our 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 people as well as non-disabled
- people of a wide range of ethnic, cultural and religious backgrounds
- both women and men, and both girls and boys
- gay people as well as straight.

**Principle 8: We base our policies and practices on sound evidence.** We maintain and publish quantitative and qualitative information on the basis of which we decide on specific and measurable objectives.

Evidence relating to equalities is integrated into our self-evaluation documentation.

**Principle 9: Measurable objectives.** We formulate and publish specific and measurable objectives, based on the consultations we have conducted (principle 6) and the evidence we have collected and published (principle 8).

- The objectives which we identify take into account national and local priorities and issues, as appropriate.
- Our equality objectives are integrated into the school development plan.



- We keep our equality objectives under review and report annually on progress towards achieving them.

## The curriculum

We keep each curriculum subject or area under review in order to ensure that teaching and learning reflect the principles set out in paragraph 4 above.

## Ethos and organisation

We ensure the principles listed in paragraph 4 above apply to the full range of our policies and practices, including those that are concerned with:

- pupils' progress, attainment and achievement
- pupils' personal development, welfare and well-being
- teaching styles and strategies
- admissions and attendance
- staff recruitment, retention and professional development
- care, guidance and support
- behaviour, discipline and exclusions
- working in partnership with parents, carers and guardians
- working with the wider community.

## Addressing prejudice and prejudice-related bullying

The school is opposed to all forms of prejudice which stand in the way of fulfilling the legal duties referred to in paragraphs 1–3:

- prejudices around disability and special educational needs
- prejudices around racism and xenophobia, including those that are directed towards religious groups and communities, for example antisemitism and Islamophobia, and those that are directed against Travellers, migrants, refugees and people seeking asylum
- prejudices reflecting sexism and homophobia.



We keep a record of prejudice-related incidents and, if requested, provide a report to the local authority about the numbers, types and seriousness of prejudice-related incidents at our school and how they are dealt with.

## **Roles and responsibilities**

The governing body is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and action plans are implemented.

The headteacher is responsible for implementing the policy; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination.

All staff are expected to:

- promote an inclusive and collaborative ethos in their classroom
- deal with any prejudice-related incidents that may occur
- plan and deliver curricula and lessons that reflect the principles in paragraph 4 above
- support pupils in their class for whom English is an additional language
- keep up-to-date with equalities legislation relevant to their work.

## **Information and resources**

We ensure that the content of this policy is known to all staff and governors and, as appropriate, to all pupils and their parents and carers.

All staff and governors have access to a selection of resources which discuss and explain concepts of equality, diversity and community cohesion in appropriate detail.

## **Religious observance**

We respect the religious beliefs and practice of all staff, pupils and parents, and comply with reasonable requests relating to religious observance and practice.

## **Staff development and training**



We ensure that all staff, including support and administrative staff, receive appropriate training and opportunities for professional development, both as individuals and as groups or teams.

### **Breaches of the policy**

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

### **Monitoring and review**

We collect, study and use quantitative and qualitative data relating to the implementation of this policy, and make adjustments as appropriate.

In particular we collect, analyse and use data in relation to achievement, broken down as appropriate according to disabilities and special educational needs; ethnicity, culture, language, religious affiliation, national origin and national status; and gender.

### **Date approved by the Governing Body:**



## ACTION PLAN 2023-26

Equality Strand	Action	How will the impact of the action be monitored?	Who is responsible?	What are the timeframes?	Early success indicators
All	Publish and promote the Equality, Diversity and Accessibility Plan through the school website and staff meetings.	Ways in which actions in plan have been communicated to parents.	Headteacher / designated member of staff	Termly.	Staff are familiar with the principles of the Plan and use them when planning lessons, creating class room displays
All	Monitor and analyse pupil achievement by race, gender and disability and act on any trends or patterns in the data that require additional support for pupils.	Achievement data analysed by race, gender and SEND	Headteacher / Deputy headteacher /Governing body	Annually in Sept. Termly pupil progress meetings	Analysis of teacher assessments / annual data demonstrates the gap is narrowing for equality groups
All	Ensure that the new curriculum promotes role models and heroes that young people positively identify with, which reflects the school's diversity in terms of race, gender and disability.	Increase in pupils' participation, confidence and achievement levels  Visitors to school who model this success	Quality First Teaching and curriculum planning.	Per annum and where opportunities arise	Notable increase in participation and confidence of targeted groups  Evidence of visits
All	Ensure that resources in classrooms promote diversity in terms of disability, race, gender and ethnicity.	Increase in pupil participation, confidence and positive identity – monitor through PSHE	Classteachers	Evaluated by AJ/PF in Summer term	Diversity reflected in school resources and planning accessed by all year groups.
All	Ensure all pupils are given the opportunity to make a positive contribution to the life of the school e.g. through involvement in the School Council by election or co-option, class assemblies, fund raising etc.	School council representation monitored by race, gender, disability	Member of staff leading on school council	From Sept 2016	Monitor level of diversity on School Council. Challenge.



Race Equality Duty	<p>Identify, respond and report racist incidents as outlined in the Plan. Report the figures to the Governing body on a termly basis.</p> <p>Homophobic, sexist and disabilist incidents recorded, addressed and monitored. Reported to Governing Body in Headteacher's report.</p> <p>Letters sent to parents for all incidents involving the above.</p>	The Headteacher / Governing body will use the data to assess the impact of the school's response to incidents i.e. have whole school / year group approaches led to a decrease in incidents, can repeat perpetrators be identified, are pupils and parents satisfied with the response?	Headteacher / Governing body	Reporting: Termly Meeting of Governing Body	<p>Teaching staff are aware of and respond to racist incidents</p> <p>Consistent nil reporting is challenged by the Governing Body</p>
Gender Equality Duty	<p>Introduce initiative to encourage girls to take up sport outside the curriculum requirements, including offering dance and running, to make participation rates more reflective of the school population. Teachers to provide strong role models.</p>	<p>Increased participation of girls in sports clubs and out of school sport activities.</p> <p>Teachers providing role models by partaking in the activities.</p>	<p>Member of staff leading on sports / PE</p> <p>Use of Sports Funding</p>	Ongoing	<p>Opportunities for girls to take part in dance, running club and football.</p> <p>Strong PPA cover role model.</p>
Gender Equality Duty	<p>Continue successful initiatives which encourage boys to read for pleasure.</p> <p><i>The school organises regular visits from 'boy-friendly' authors who promote books and provide excellent role models.</i></p>	<p>Increased interest in reading.</p> <p>Strong male role models (authors/ rappers?).</p> <p>Increase range of 'boy friendly' books.</p>	Headteacher	Ongoing	<p>Author visit. Increase levels of school readers which typically appeal to boys.</p> <p>Promote access to reading at home (e.g. Library Hub/Curriculum Visions).</p> <p>Boy Friendly intervention programmes.</p>
Community cohesion	Celebrate cultural events throughout the year to increase pupil awareness and understanding of	Curriculum Monitoring	P.Frazer (curriculum Coordinator)	Ongoing	Chdn show awareness and are able to discuss different cultural events.



	<p>different communities e.g. Diwali, Eid, Christmas, Chinese New Year.</p> <p>Curriculum which gives children opportunity to discuss difficult issues and challenge what has gone wrong in the past.</p> <p>PHSE sessions planned by AJ providing a whole-school approach to addressing issues.</p> <p>Give children the understanding, skills and confidence to address inequality.</p> <p>Help children to understand why we should celebrate and value difference as we are all unique.</p>		A. Dobson (RE coordinator)		<p>Children develop respect and tolerance for difference.</p> <p>Quality curriculum which addresses issues both historical and contemporary.</p>
Community Cohesion	<p>School to continue to promote the importance of character and one's rights and responsibilities.</p> <p>Promotion of British Values through school assemblies.</p> <p>Quality assemblies which explore injustice at an appropriate level for age of children.</p> <p>Work with Merseyside Police to develop Mini Police project enabling children to understand and contribute to community.</p>	<p>Philosophy of Right Respecting Schools promoted.</p> <p>Evidence of the rights of children marked around school and children understanding developed of the associated responsibilities.</p>	<p>Headteacher Miss Gee (Rights Respecting Schools Lead)  School Council.</p>	Ongoing	<p>More than Me assemblies – looking at shared characteristics, e.g. strength, intelligence. What makes one person develop a positive character and another a negative one?</p> <p>Understanding that it is the decision we make.</p>
Disability Equality Duty	<p>Respond in a timely manner to the demands of EHC plans to ensure recommendations by professionals are put in place for the benefit of the child. This may include changes to the organisation or fabric of the school.</p>	<p>The requirements of EHC plans are fulfilled. SEND plans and HNF is secured where necessary.</p>		<p>In response to need.</p>	<p>Children are able to access learning and move around the school freely.</p>



<p>When making changes to the school, consider the needs of pupils with physical disabilities.</p> <p>Work with Together Trust to develop the school environment to be more Autistic Friendly.</p> <p>Work with Health to ensure the health needs of children are met.</p> <p>PHSE sessions planned by AJ providing a whole-school approach to promoting positive role models with disability and give time to reflect on the challenges faced by people with disabilities.</p> <p>Quality PHSE lessons with records maintained in floor books.</p>	<p>Improvements made in line with recommendations. Equipment maintained and checked during maintenance/risk assessment.</p> <p>Completion of one-year project with Together Trust.</p> <p>SEND lead and 1:1 TAs to liaise with relevant professionals and follow recommendations.</p> <p>Ongoing plan provides a whole school approach to addressing issues.</p>			<p>Specific need is celebrated; it is not a barrier to friendship or education.</p> <p>No/little evidence of disabilitist incidents.</p> <p>HNF secured and EHC plans completed within the necessary timeframes.</p>
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