



HARRIS PRIMARY SCHOOL

Equality Policy

Aims

Our school aims to meet its obligations under the public sector equality duty by having due regard to the need to:

- eliminate discrimination and other conduct that is prohibited by the Equality Act 2010
- advance equality of opportunity between people who share a protected characteristic and people who do not share it
- foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it

Having due regard for advancing equality involves:

- removing or minimising disadvantages suffered by people due to their protected characteristics
- taking steps to meet the needs of people from protected groups where these are different from the needs of other people
- encouraging people from protected groups to participate in public life or in other activities where their participation is disproportionately low

School in Context:

The school is a one form entry community primary school in England that is slightly over subscribed. It is set in a large social housing estate. There are 213 children on roll from Reception to Year 6.

Key features of the school:

- the school has 7 classes with an intake of 30 single age pupils per cohort
 - numbers on roll have remained stable over a long period of time with numbers of boys and girls broadly equal although these can vary between year groups
 - the school is situated in Fulwood, a suburban area on the outskirts of Preston
 - in 2021/22, the percentage of pupils eligible for Pupil Premium funding is currently 11.3%.
 - the percentage of pupils on the SEN register is currently 14.5%, slightly higher than the Lancashire average of 11%, with 3 pupils with EHCPs
 - there are three looked after children (CLA) on roll
 - the vast majority of pupils on roll are white British with the proportion of pupils from a minority ethnic background at 16%
 - the proportion of pupils who speak English as an additional language is 11.4%. Home languages spoken include Polish, Urdu, Chinese and Romanian
 - a very small number of pupils on roll have a known disability – approx. 2%
 - a small number of staff have a known disability – approx. 8%
 - the school is physically accessible in all areas, including ramps, disabled toilets, lift to first floor, accessible toilet
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Legislation and Guidance

This document refers to the following legislation:

- The Equality Act 2010, which introduced the public sector equality duty and protects people from discrimination
- The Equality Act 2010 (Specific Duties) Regulations 2011, which require schools to publish information to demonstrate how they are complying with the public sector equality duty and to publish equality objectives

Other supporting documents are Department for Education (DfE) guidance: The Equality Act 2010 and schools:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/315587/Equality_Act_Advice_Final.pdf

and

the Equality and Human Rights Commission: Technical Guidance for Schools:

<https://www.equalityhumanrights.com/en/publication-download/technical-guidance-schools>

Roles and Responsibilities

The governing board will:

- ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, pupils and parents, and that they are reviewed and updated at least once every four years
- delegate responsibility for monitoring the achievement of the objectives on a daily basis to the Headteacher

The nominated governor for equality is Ben Kinley. He will:

- meet with the designated member of staff for equality and other relevant staff members, to discuss any issues and how these are being addressed
- ensure they're familiar with all relevant legislation and the contents of this document
- attend appropriate equality and diversity training
- report back to the full governing board regarding any issues

The headteacher will:

- promote knowledge and understanding of the equality objectives amongst staff and pupils
- monitor success in achieving the objectives and report back to governors

All school staff are expected to have regard to this document and to work to achieve the objectives as set out in section 8. All staff will promote an inclusive and collaborative ethos in the school, challenge inappropriate language and behaviour, respond appropriately to incidents of discrimination and harassment, ensure appropriate support for children with additional needs and maintain a good level of awareness of equalities issues.

All members of the school community have a responsibility to treat each other with respect, to feel valued, and to speak out if they witness or are subject to any inappropriate language or behaviour.

We will take steps to ensure all visitors to the school adhere to our commitment to equality.



Eliminating Discrimination

At Harris Primary, we recognise that all members of the school and our wider community are of equal value. The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.

Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

Staff and governors are regularly reminded, during discussions, of their responsibilities under the Equality Act.

The Headteacher is responsible for monitoring equality issues, aided by the nominated governor for equality. They liaise regarding any issues and make senior leaders and governors aware of these as appropriate.

Advancing Equality of Opportunity

Removing or minimising disadvantages suffered by people which are connected to a particular characteristic they have (e.g. pupils with disabilities, or gay pupils who are being subjected to homophobic bullying)

Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling Muslim pupils to pray at prescribed times)

Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all pupils to be involved in the full range of school societies)

In fulfilling this aspect of the duty, the school will:

- publish attainment data each academic year showing how pupils with different characteristics are performing and analyse this data to identify strengths and areas for improvement
- make any evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying)
- publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils

Fostering Good Relations

As a school we believe that should treat each other with care, respect and kindness, and that strong positive relationships make a great school. We aim to foster good relations between those who share a protected characteristic and those who do not share it by:

- promoting acceptance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE, citizenship, personal, social, health and economic (PSHE) and Values education, but also activities in other curriculum areas. For example, as part of teaching and learning in English/reading, pupils will be introduced to literature from a range of cultures
 - holding assemblies dealing with relevant issues.
 - Pupils will be encouraged to participate in such assemblies and, when possible, we will also invite external speakers to contribute
 - working with our local community. This includes inviting leaders of local faith groups to speak at assemblies, and organising school trips and activities based around the local community
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HARRIS PRIMARY SCHOOL

Be Kind • Be Thankful • Be Ambitious

- encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school. For example, our school council has representatives from different year groups and is formed of pupils from a range of backgrounds. All pupils are encouraged to participate in the school's activities, such as sports clubs. We also work with parents to promote knowledge and understanding of different culture
- We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach

Publicising the Policy

This policy will be publicised on the Harris Primary School website which is available to any interested stakeholder and in the public domain.

Equality Objectives

In everything we do at Harris Primary, we:

- look for and stop any discrimination
- look for and stop any harassment or bullying
- look for and break down any barriers to participation
- find ways to overcome disadvantage experienced by certain groups
- look for and meet the specific needs of different groups
- foster good relations between different groups

However, specifically our objectives are:

- to ensure our school is welcoming to all minority groups. We promote an understanding of different cultures through the topics studied by the children, and we reflect this in the displays of work shown around the school
- to offer a broad, engaging and inclusive curriculum that meets the needs and aspirations of all within our diverse community and that is accessible to all children, irrespective of any special educational needs
- to welcome all applications to join the school, whatever background or disability a child may have
- to ensure that no child is discriminated against whilst in our school on account of their sex, religion or race. For example, expectations of school uniform will be applied equally regardless of gender

Monitoring Arrangements

We will review and update the equality information we publish at least each year to demonstrate how we are meeting the aims of the general public sector equality duty and to evidence progress made towards our equality objectives. Our objectives will be drawn up and published by the Governing Board at least every 4 years.

Considering Equalities in Decision Making

Our school ensures it has due regard to equality considerations whenever significant decisions are made. We consider equality implications before and at the time that we develop policy and make decisions and continue to review these on a continuing basis. We keep a written record to show we have considered equality issues and asked relevant questions about the impact of our decisions on different groups in the school community.

Reviewed January 2022

Next review: January 2023
