



HARVEY ROAD SCHOOL EQUALITY POLICY

Our Equality Vision and the Values that Underpin School Life

Harvey Road School is committed to promoting equality and celebrating diversity within the school and the wider community.

In conjunction with parents and the community we will work hard to help children develop into confident, responsible and caring adults in an atmosphere of tolerance and mutual respect.

We respect all members of our school community as individuals taking account their protected characteristics in relation to their race, religion, beliefs, disability, sexual orientation, family background, gender, gender reassignment, age marriage and civil partnerships, pregnancy and maternity/paternity and ability.

To achieve this we will;

- Educate all our pupils about equality
- Work to promote positive attitudes to disability
- Promote gender equality in all aspects of school life
- Create an environment of respect and racial harmony
- Take account of differences and help to overcome any barriers to learning in order to promote achievement and fulfilment of all our pupils
- Comply with all relevant legislation
- Regard parents as an integral part of our community and involve them as much as possible in making learning an exciting and positive experience for all
- Celebrate cultural and spiritual diversities
- The school will foster a positive atmosphere of mutual respect and trust, in which all staff, pupils and their families feel affirmed, safe and unthreatened.

Equality Duty

Harvey Road School will follow the guidance as directed by the Equality Act 2010 in respect of carrying out the appropriate duty to ensure that equality is at the heart of everything that takes place at the school.

This equality duty will be in regard to:

- Eliminating discrimination, harassment, victimization and any other conduct that is prohibited under this act.
- Advancing Equality of Opportunity between persons who share a relevant protected characteristic and persons who do not share it.
- Fostering good relations between persons who share a relevant protected characteristic and persons who do not share it.

School Context

Harvey Road Primary School is a one form entry school that serves the children and families in Croxley Green. We have children from the age of 3 to 11. We have several different

religions and ethnic groups represented, although the majority of children are white British by ethnicity.

For the latest school context data please see the School Context and Equality Priorities Document.

How Does Harvey Road School Meet Its Equality Duties?

Pupils' Attitudes, Values and Personal Development

At Harvey Road we celebrate diversity and make sure that we:

- Enable our pupils and staff to develop a critical awareness of diversity and equality
- Enable our pupils and staff to have the confidence and skills to challenge instances of prejudice, intolerance and discrimination
- Equip our pupils and staff to understand that reason, logic and sensitivity have to underpin the means of resolving arguments and conflicts
- Ensure a willingness by pupils and staff to learn from different cultures, backgrounds, faiths and beliefs
- Recognise the importance of language to a person's sense of identity and belonging and consider pupils' language abilities as a teaching and learning resource and a strength
- Ensure that pupils have the opportunity to receive the support and guidance they need on an individual basis and take account of the personal and cultural needs specific to that individual
- Ensure that pupils have the skills to communicate effectively (including the ability to listen and discuss) and to express their own opinions.

Teaching and Learning

We ensure that:

- Teaching methods and styles take full account of the needs of pupils' background experiences
- Access to optional subjects and out of school hours learning activities is fair and equitable for all
- Teaching methods encourage positive attitudes to difference, cultural diversity and equality
- The diversity of cultures and backgrounds represented in the school is seen as a positive resource for teaching and learning
- All pupils are fully aware that staff have very high expectations of them and are continually challenged to reach higher standards
- A positive ethos of mutual respect and trust is fostered amongst pupils and staff, in which all members of the school community feel valued and safe
- Classrooms and other common spaces in the school, where work is displayed, present positive and challenging images that are non stereotypical and reflect the multiethnic, multilingual and multicultural society and world
- Learning is a collaborative and co-operative enterprise.

The Curriculum

We recognise the challenge of expanding pupils' contacts and insights into cultural diversity. As such we exploit opportunities to involve representatives of minority ethnic communities and diverse cultures and faiths in the school and across the curriculum. All teachers ensure that curriculum content and resources and classroom environments present and value Britain as a culturally diverse society and develop pupils' understanding of the wider world. In presenting this diversity, all staff and volunteers take care not to present different cultures in

stereotyped ways. All teachers develop the dimension of cultural diversity as appropriate to their subject and care responsibilities. Collectively the school curriculum:

- Supports the development of personal, social and cultural identities in all pupils
- Teaches pupils respect and value for diversity
- Teaches pupils the nature of cultural diversity in Britain and globally

Staff Recruitment and Retention

The school recognises the value of diversity in the school staff and governing body and ensures that its recruitment policy:

- Does not discriminate against minority ethnic groups
- Takes appropriate action to seek staff and governors from a diversity of backgrounds.

In addition:

- Steps are taken to ensure that cultural bias is removed from recruitment and selection processes and that all involved in recruitment and selection understand how to ensure race equality in the process. A demonstrated commitment to race equality is a criterion for the selection of all new staff
- The school seeks to ensure that diversity represented in the school staff and the governing body is valued, maintained and built on
- The school monitors its support practices to ensure that retention rates for minority ethnic staff and governors match the retention rates for the staff and governing body as a whole
- The school provides data for CSF to enable them to monitor staff recruitment and retention by ethnicity.

Staff Career Structure and Development, Guidance and Support

- We encourage people from under-represented minority ethnic groups to apply for positions at all levels in the school
- We ensure that all members of staff have access to professional development opportunities, to support and guidance as appropriate and to career progression opportunities
- We recognise the potential vulnerability of staff members who may feel isolated because of gender, ethnicity, age or disability and ensure that appropriate support and networking opportunities are available
- Our awareness of issues relating to cultural diversity and staff effectiveness in dealing with issues of race equality addressed in staff induction and training sessions, staff meetings and/or performance management meetings as appropriate. The school strives for consistency of approach and effective practice.

Commitment

Managers actively promote equality as a school priority ensuring high expectations of all and non-discriminatory behaviour. We believe that all pupils need to experience a school environment where differences are respected and valued, and the principles of equal opportunity are actively seen to be at work in the school's ethos and procedures. To achieve this:

- Staff, governors, parents/carers and pupils are actively involved in developing, implementing and evaluating the school race equality policy
- All members of the school community understand their role in supporting and implementing the policy
- The perspectives of minority groups and isolated pupils/families are a matter for particular consideration in this process.

The standard procedures and processes of our school – disability

Through our good relations with parents and other stakeholders, we seek to identify disabilities of our pupils that might lead to barriers to the curriculum. We then use the mechanism of our Accessibility Plan to put in place any physical changes to the school that will remove or sufficiently reduce those barriers. We are aware of our anticipatory duty on this regard.

The standard procedures and processes of our school – gender

Through our rigorous pupil progress tracking, we identify relative achievements of gender groups in each year group and actively put in place interventions to remove or reduce any gaps in standards and/or achievement. Whilst we are aware that there is significant overlap in the attitudes and interests of boys and girls, there can also be differences of which we need to be aware. When necessary we take appropriate positive action to remove or reduce those gaps.

The standard procedures and processes of our school – race

Through our annual assessment and pupil progress tracking schedule, we also analyse any gaps in standards and/or achievement between groups from different ethnic backgrounds. Whilst we are aware that many minority ethnic groups are represented by very small numbers within Harvey Road School (and this poses challenges when analysing statistical data) we, nevertheless, take seriously any relative underachievement of those groups.

The standard procedures and processes of our school – community cohesion

We promote common values, and build pupils' understanding of the diversity that surrounds them through our Personal, Social, Health and Citizenship Education (PSHCE) curriculum; through our delivery of the Religious Education (RE) curriculum; through our development of the Social and Emotional Aspects of Learning (SEAL) programme; through our daily acts of collective worship and through our ethos of shared values. We are also developing good understanding of and provision for children with English as an Additional Language (EAL).

Roles and Responsibilities

Harvey Road School governors are responsible for ensuring that the school meets the requirements of the equality legislation. This means that they:

- Ensure the school takes all reasonable steps to ensure that its employees do not carry out unlawful discriminatory actions or behaviour
- Support and guide the school to have due regard for equality in all its functions
- Ensure the school complies with the Equality Duty and meets the 'specific duties' to:
 - Publish information annually to show how Harvey Road School complies with the Equality duty
 - Publish objectives that improve and/or promote equality of opportunity

Commitment to implementation

The Headteacher retains overall responsibility for ensuring this policy is delivered effectively.

All staff are responsible for delivering the scheme both as employees and as it relates to their area of work.

Commitment to review

Its implementation will be monitored within the school's self-evaluation and other review processes following this regular impact assessment, the whole equality scheme will be reviewed at least every four years.

Commitment to publish

We are committed to sharing information about our equality scheme as broadly as appropriate. To this end, we will publish a summary document, plus an annual update consisting of impact assessment results, progress made, refinements, amendments and new actions. We will also publish the results of a full scheme review every three years – in which we will make proposals for future action.

Impact Assessment

Impact assessment statement

All school policies will be equality impact assessed with regard to disability, gender and race at the time of review and issues arising will be carried forward into the equality action plan.

Harvey Road Primary School's Equality Priorities

We have ongoing and meaningful consultation with stakeholders to ensure that we develop our policy in a way that is fit for purpose.

Our objectives reflect the need to monitor and encourage pupils' awareness and active involvement supporting equality for all. The areas we have identified as a priority are held within the School Context and Equality Priorities Document.

N Rowlands
Headteacher

This policy was agreed by governors: March 2021

This policy will be reviewed: March 2025

APPENDIX 1

The Equality Scheme should be viewed along side other key school documents that have a direct impact on issues relating to equality and Diversity. These include:

- Accessibility
- Admissions
- Anti-bullying
- Behaviour
- Child Protection
- Inclusion
- Vision and Aims
- Racial Relations
- Safer Recruitment of staff
- School Context and Equality Priorities Document
- Teaching and Learning