



# Hardenhuish School

## Single Equalities Policy

### 1. Introduction

This policy and code of practice aims to ensure that all the provisions of the relevant equality law and the recommendations of the associated codes of practice are fully implemented in all practice throughout the School. The policy aims to promote a culture and environment that is free from any discrimination, victimisation or harassment. The policy also aims to fully respect the diversity of individuals and helps them achieve their full potential according to their individual skills, needs and circumstances, whilst promoting equality of opportunity for all individuals.

This policy replaces the following policies:

- Disability
- Race Equality
- Equal Opportunities
- Equality and Diversity

### 2. Legal Framework

Hardenhuish School welcomes our duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to disability, ethnicity, sex (gender), religion/belief, sexual orientation, gender identity and as relevant pregnancy/maternity, and in relation to employment, age and marriage/civil partnership.

Hardenhuish School recognises and acts upon all opportunities to promote community cohesion.

Hardenhuish School recognises that these duties and intentions reflect international human rights standards as expressed in the UN Convention of the Rights of the Child, the UN Convention on the Rights of People with Disabilities and the Human Rights Act 1998.

### 3. Guiding Principles

In fulfilling the legal obligations and our intentions as 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 sex (gender)
- Whatever their religious or non-religious affiliation or faith background
- Whatever their sexual orientation
- Whatever their gender identity

## **Principle 2 We recognise and respect difference**

Treating people equally (Principle 1) does not necessarily involve treating them all the same. Our policies, procedures and activities do not discriminate but nevertheless do take account of differences of life experience, outlook and background and the kinds of prejudice that 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
- Sex (gender), so that different needs and experiences of girls and boys, and men and women, are recognised
- Religion, belief or faith background
- Sexual orientation
- Gender identity

And as relevant:

- Pregnancy/maternity

And in relation to employment:

- Age
- Marriage/Civil partnerships

## **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 incidents
- Mutual respect and good relations between boys and girls, and women and men, and an absence of sexual, homophobic, and gender identity based harassment

## **Principle 4 We observe good equalities practice in staff recruitment, retention and development (for further detail please see Schedule A)**

We ensure that policies and procedures should 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, national origin or national status
- Whatever their sex(gender)
- Whatever their religious affiliation
- Whatever their sexual orientation
- Whatever their gender identity

And as relevant, in respect of

- pregnancy/maternity

And in relation to employment:

- age
- marriage/civil partnerships

## **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 in relation to:

- Disabled and non-disabled people
- People of different ethnic or cultural backgrounds
- Girls and boys, men and women
- People with different religious beliefs
- Sexual orientation
- Gender identity

And as relevant:

- Pregnancy/maternity

And in relation to employment:

- Age
- Marriage/Civil partnerships

**Principle 6 We consult and involve widely with all members of the Hardenhuish School community**

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. As appropriate, we consult and involve groups and individuals in relation to:

- Disability
- Ethnicity
- Sex(gender)
- Religion/belief
- Sexual orientation
- Gender identity

**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 all groups and individuals in relation to:

- Disability
- Ethnicity
- Sex(gender)
- Religion/belief
- Sexual orientation
- Gender identity
- Age

**Principle 8 We base our practices on sound evidence and information**

We maintain and publish **at least annually** as appropriate, quantitative and qualitative information about our progress towards greater equality in relation to:

- Disability
- Ethnicity
- Sex(gender)
- Religion/belief
- Sexual orientation
- Gender identity

## **Principle 9 Objectives**

We formulate and publish at least every four years, specific and measurable objectives, based on the evidence we have collected and published (Principle 8) and the engagement in which we have been involved (Principle 7), in relation to:

- Disability
- Ethnicity
- Sex(gender)
- Religion/belief
- Sexual orientation
- Gender identity

The objectives which we identify take into account national and local priorities and issues, as appropriate.

4. We recognise that the actions resulting from this policy statement are what make a difference.
5. We revisit our equalities action plan annually within the framework of the overall school improvement plan and processes of self-evaluation.
6. We keep our equality objectives under review and report annually on progress towards achieving them.

### **7. The Curriculum**

We keep each curriculum subject or area under review in order to ensure that teaching and learning reflect the nine principles set out in paragraph 3 above.

### **8. Ethos and Organisation**

We ensure the principles listed in paragraph 3 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

9. Hardenhuish School is opposed to all forms of prejudice which stand in the way of fulfilling the legal duties referred to in paragraph 2:

- Prejudice around disability and special educational needs
- Prejudice 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 and refugees and people seeking asylum
- Prejudice reflecting sexism and homophobia
- Prejudice against gender identity issues

10. We take seriously our obligation to report regularly the numbers, types and seriousness of prejudice-related incidents at Hardenhuish School and how they are dealt with.

### 11. Roles and Responsibilities

It is the responsibility of all employees, and particularly those with supervisory or people management responsibility, to ensure the successful implementation of this policy.

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 Chair of the Pupil and Parents Committee has a watching brief regarding the implementation of the policy.

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.

An Assistant Headteacher has day-to-day responsibility for co-ordinating implementation of the policy.

All staff are expected to:

- Promote an inclusive and collaborative ethos;
- Refrain from any form of discrimination, harassment and victimisation;
- Understand the requirements of the equalities policy and act within the policy guidelines;
- Work together to create a harmonious working environment which is free from discrimination, victimisation and harassment and founded on equality of opportunity for all;
- Ensure that all employment practice throughout the School is carried out in the spirit of this policy and code of practice;
- Deal with any prejudice related incidents, bringing to the attention of management any suspect practices in breach of this policy and code of practice or where they suspect discrimination, harassment or victimisation has motivated actions;
- Keep up to date with the legislation and take up all available training, development and learning opportunities.

### 12. Religious Observance

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

### 13. Staff Development and Training

Staff will be provided with specific equality and diversity training and on how prejudice-related incidents should be identified, assessed, recorded and dealt with.

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

### 14. Monitoring and Evaluation

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 the 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.

**15. Policy Schedule**

The following schedules form part of this Policy:

Schedule A: Equality of Opportunity: Employment Code of Practice

**Schedule A: Hardenhuish School  
Equality of Opportunity: Employment Code of Practice**

**1. INTRODUCTION**

This code of practice highlights the key employment activities where measures can be taken to ensure equality of opportunity and promote diversity in employment.

**2 RECRUITMENT:**

**2.1 Advertising**

All new posts will normally be advertised externally in the local press and/or specialist journals as appropriate, to encourage applications from a broad range of suitable candidates from all backgrounds. All job advertisements will state Hardenhuish School's commitment to equal opportunities alongside our commitment to safer recruitment standards. In observing equality and diversity needs Hardenhuish School will always ensure that adverts and candidate packs are clear about its exemption under the Rehabilitation of Offenders Act as part of its safeguarding obligations.

**2.2 Selection Criteria**

The selection criteria for all posts will be clearly defined and quoted in the job descriptions and further details of each post sent to candidates. Further details will also include the statement of Hardenhuish School's commitment to equal opportunities and safer recruitment. Selection criteria must be objective, job related and carefully assessed to ensure that they are necessary to carry out the duties of the job.

**2.3 Selection Methods/Interviewing.**

Selection process must be carried out consistently for all jobs at all levels within the School to ensure fairness and prevent discrimination. Selection methods employed must be objective and appropriate to the vacant post and staff taking part in recruitment and selection procedures must be fully aware of the school's commitment to equality and diversity in employment. Interviewing will be conducted by suitably qualified and trained interviewing panels.

**3 MONITORING AND REVIEWS OF EMPLOYMENT POLICIES AND PRACTICES.**

Hardenhuish School is committed to monitoring the effects of its equality policy on its workforce. A report on equality and diversity monitoring will be submitted to the governing body at least annually and will include an action plan for year on year improvements. The school will aim to be compliant with current equality and diversity legislation and intend to achieve 'best practice' standards.

**3.1 Staff Equality Profile**

The School will monitor on an annual basis the ethnic/gender/age/disability composition of its workforce (including comprehensive analysis by grade, length of service, and type of contract). This anonymous profile will be reported to the governing body in each academic year.

**3.2 Job Applicants Equality Profile**

The School will also monitor on an annual basis the ethnic/gender/age/disability profile of the job applicants applying for employment with the School through the main stages of the recruitment process (ie applicants, short-listed candidates, appointed candidates). This profile will be reported to the leadership team and governing body at least annually. The analysis of the success rate for different groups will be conducted and, if any barriers to equality of opportunity are identified, these will be addressed.

**3.3 Monitoring employment processes**

Other School employment policies and processes, including grievances, disciplinary proceedings, appraisal, promotions and dismissals, will also be "equality monitored" to ensure the effectiveness of this policy

**3.4 Monitoring and Reviews of Employment Policies and Practices**

All School employment policies and their implementation will be regularly monitored and revised as appropriate to ensure that equality of opportunity, valuing and promoting diversity is firmly embedded into all School employment processes.

**4 EMPLOYEE TRAINING AND DEVELOPMENT**

The School is committed to equality of opportunity in terms of access to training and development opportunities in order to increase employees' knowledge, skills and professional experience to enable each individual employee to realise their full potential in their work for the organisation. The provision and take-up of training opportunities will be monitored as part of employment monitoring processes.

**5 GENDER PAY GAP**

The school is committed to tackling the causes of the gender pay gap and will take specific action under their equality scheme to address these issues as necessary.

**6 BREACH OF EQUALITY PROCEDURES**

Any employee who believes that they have been the subject of harassment, victimisation or discrimination on any grounds contained in this policy and code of practice should raise their concerns, either informally or formally, with their line manager/supervisor under either the School's Dignity at Work Policy or the standard Grievance Procedure. In situations where an employee feels unable to approach their line manager, they should discuss their concerns with the Headteacher.