



Hanwell Fields Community School

Single Equality Plan

Hanwell Fields Community School is dedicated to ensuring that all members of the school community and the wider community are treated equally, fairly, and with respect by the school and by each other. This applies to the school as a place of education, a business, and an employer. Prejudice, discrimination, and victimisation are not tolerated, and we work hard to instil in our pupils a strong understanding of right and wrong, including the importance of inclusion, acceptance, and compassion towards others. The school's main priority is to provide the best education and care that we can, and establish a cooperative working relationship between home and school, so as to aid the development, progress, and needs to all the children in our care.

This plan sets out how the school will promote the equality of opportunity regardless of race, gender, transgender, disability, age, pregnancy and maternity, religion or belief and sexual orientation, in both the delivery of its services and the employment of its staff. It is created by Hanwell Fields Community School's governing body with the help of the Headteacher and Assistant Headteacher for Inclusion (Emily Thompson) in line with the Equality Act 2010 and is the foundation of all the school's other policies – particularly the **special educational needs policy, admissions policy, anti-bullying policy** and **behaviour policy**.

These policies can be accessed via the school website, and paper copies are available in school. These policies will be discussed and shared with staff as part of induction.

Through the creation of this equalities plan, we have been able to develop a better understanding of what the challenges to equality are within the school and how we can best deal with these. This policy will be reviewed annually, or at any time there is an update or change to legislation, to ensure that it is being effectively implemented and remains focussed and up to date on issues surrounding equality both within the school and nationally.

School Profile

Hanwell Fields Community School is a primary school in Banbury with 400+ children on roll from Nursery to Year 6. At the time of writing, approximately 10% of the schools cohort have identified SEND, approximately 20% are eligible for Pupil Premium and approximately 8% of children have English as an Additional Language.

The school aims to ensure that children leave Hanwell Fields Community School with a clear understanding of what is meant by equality, diversity and discrimination. This is achieved through the teaching of PSHE, as well as supporting and developing children's understanding of school values. The school is also committed to ensuring that British Values are taught.



Roles and responsibilities

Creating a school environment that promotes equality and denounces discrimination is a whole-school responsibility and requires all members of the school community to be actively involved in breaking down barriers to learning and barriers to social and emotional development that prejudice can create.

Individuals in the school are expected to take responsibility for supporting and promoting equality in school above and beyond the responsibilities listed below. The Headteacher has the day-to-day responsibility for coordinating the implementation of this scheme.

The Governing Body

The governing body will:

- create and approve this policy with the help of the headteacher and ensure that it is adopted correctly throughout the school
- ensure the school complies with all equality legislation and the school's equality objectives
- monitor and evaluate the effectiveness of the equalities plan on an annual basis and make any amendments to improve on the plan when and where necessary
- nominate a named governor to oversee the implementations of the equalities plan, monitor equality outcomes, and regularly report back to the rest of the governing body
- ensure that parents are informed of any incident related to this policy which could directly affect their child
- report to parents/carers and the wider community on the progress of the school's equality plan through the school prospectus, the school website, and the school's annual report.

The Headteacher and Senior Leadership Team

The headteacher, with the support of the rest of the senior leadership team will:

- promote the single equalities plan both within the school and externally to the rest of the community
- ensure that all staff are aware of their role and responsibilities regarding the promotion and delivery of equality in school
- report back to the governing body on how the plan is working and any amendments that they feel should be made, as well as feedback from staff, pupils and parents
- challenge inappropriate behaviour and language
- tackle bias and stereotyping
- take appropriate action where discrimination or victimisation occur



School Staff

School staff will:

- ensure that they are up to date and aware of the contents of this plan and the school's policy towards all types of discrimination
- challenge inappropriate language and behaviour
- tackle bias and stereotyping
- work to promote anti-bullying strategies as outlines in the school's **behaviour and anti-bullying policy**
- show a commitment to undertake development and training within this area
- engage with the school in eliminating any discrimination and act as a good example to pupils
- promote a positive working environment
- report back to their managers immediately on any incidents relating to discrimination or victimisation, either by staff, pupils, or any other member of the school community, so that these incidents can be reviewed and action taken where necessary

Pupils

Pupils at the school will:

- engage with the school in eliminating any discrimination
- promote a positive work environment and a positive attitude towards equality when both in school and off the school site
- report to school staff and any incidents of inappropriate language or behaviour, discrimination or victimisation that they know to have occurred
- work to promote the anti-bullying strategies outlined in the schools **behaviour and anti-bullying policy**
- set a good example regarding behaviour and social awareness to younger pupils and their peers

Parents, carers, and visitors

Parents, carers and visitors to the school are expected to:

- familiarise themselves with the school's single equality plan and support the scheme by promoting a positive attitude towards equality at home
- attend any relevant meetings/awareness-raising sessions that they are invited to relating to the school's equality plan
- work with the school to resolve any incident relating to discrimination or victimisation that their child is involved in
- respect and follow our equality when visiting the school



Key Groups at Risk

While the school recognises that any person or group of people can become victim to discrimination, victimisation or unfair treatment, people may be more at risk of becoming victims of inequality due to:

- **Race**
You can find further information in the **Equality Objectives (2010)**
- **Disability**
You can find all the information about our school's SEN provision, including the provision for inclusion in the schools **SEN policy** and the school's **accessibility plan**.
- **Gender and Transgender**
You can find further information in the **Equality Objectives (2010)**
- **Religion or Belief**
The school is supported by a multi-faith Chaplain, who delivers assemblies across the school and supports the delivery of RE. A progressive RE framework is followed, where each year learns about Christianity as well as another religion.
- **Sexual Orientation**
You can find further information in the **Equality Objectives (2010)**

Promoting equality and social awareness in school and within the local community

Community Cohesion

The school expects all of its students and staff to act respectfully towards members of the wider community that the school is part of.

Students have opportunity to take part in the following community services and activities:

- Enrichment activities which support the community, for example Adventure Service, Christmas Dinner for the elderly, Planting in the Park, Banbury Friends Festival
- The school has a member of staff who looks at raising aspirations and supporting the school community, each class has a stall at the fete, children attend discos etc. to develop a sense of community.

Inclusion

Promoting and practising inclusion in school lessons, around the school site, during all school activities and into the wider community is a key part of developing a positive attitude towards equality and people from different backgrounds. You can find more information regarding our provision for and policy on inclusion or SEN in the school's **SEN Policy**.



Behaviour, exclusions and attendance

The school **behaviour policy** takes full account of the duties under the Equality Act. We make reasonable, appropriate and flexible adjustments for pupils with special educational needs and disabilities. We closely monitor data on exclusions and absence from school for evidence of over-representation of different groups, and will take action to address any concerns that arise in this area.

More information on the processes surrounding this can be found in the school **attendance, behaviour and exclusions policies**.

The curriculum

Hanwell Fields Community School is committed to educating children around equality, and this is explored and developed through children's personal and social development.

Key objectives are covered in:

- Religious Education
- PSHE – through the use of Family Links and Burnet News
- Enrichment
- The development of values through activities such as Forest School and Continuous Provision at breaktimes

Monitoring and review

This single equality plan will be reviewed annually by the governing body, unless there is specific reason for it to be reviewed earlier (for example an incident involving members of the school community or new legislation). Governors will review how effective it is in tackling discrimination, promoting access and participation, equality and good relationships between different groups, and that it does not disadvantage particular sections of the community. Governors will also review evidence that it is begun put into practice in school by staff and pupils, and whether there is any need for extra training or development sessions across the whole school to ensure it is promoted and implemented as much as possible. Monitoring will be in line with the Equality Objectives 2010.

Information will be gathered through:

- identification of children and young people, parents, carers, staff and other users of the school representing the different protected characteristics. this helps us develop and monitor the scheme. comprehensive and sensitive efforts are made to collect accurate information and meet security of information requirements, in addition to our duty to secure accurate information relating to ethnicity and first language
- pupil attainment and progress data relating to different groups
- children's and young people's views, actively sought and incorporated in a way that values their contribution
- information about how different groups access the whole curriculum



Recruitment

Hanwell Fields Community School is committed to providing equality of opportunity for all and ensuring that all stages of recruitment and selection are fair. Recruitment and selection procedures will be reviewed on a regular basis to ensure that applicants are not discriminated against on the grounds of race, nationality, gender, religion, age, disability, marital status, pregnancy and maternity or sexual orientation. Hanwell Fields Community School acknowledges that unfair discrimination can arise on occasion and so will ensure that the equal opportunities policy outlined in this plan is the foundation for all its activities.

Where a candidate is known personally to a member of the selection panel it will be declared before shortlisting takes place. It may then be necessary to change the selection panel to ensure that there is no conflict of interest and that equal opportunities principles are adhered to.

More information about our recruitment procedures can be found in the school **recruitment policy**.

Staff

Equal opportunities for staff

As part of our commitment to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing and employment, the school will ensure that:

- all staff appointments and promotions are made on the basis of merit and ability and in compliance with the law
- staffing of the school reflects the diversity of our community wherever possible
- as an employer we strive to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce
- we respect the religious beliefs and practise of all staff, pupils and parents, and comply with reasonable requests relating to religious observance and practise
- we ensure that all staff, including support and administration staff, receive appropriate training and opportunities for professional development, both as individuals and as groups or teams

Staff discipline and suspension

Hanwell Fields Community School is committed to ensuring that all school staff are treated fairly and consistently and this is held to account through our **staff discipline, conduct and grievance policy**.

The education and wellbeing of our pupils is our main priority. Any member of staff who creates a barrier to learning for our pupils will be disciplined. The **school staff's appraisal policy** provides more information on grievances in the confidential environment of the school and that they will trust the school to deal with their grievances fully, promptly, and fairly.



- exclusions data analysed by group
- records of bullying and harassment on the grounds of any equality issue
- data of the recruitment, development and retention of employees
- outcomes of activities promoting community engagement and community cohesion
- outcomes of actions taken to secure the involvement of parents and others who have been identified as difficult to engage

At regular intervals throughout the year, the Headteacher and/or Senior Leadership Team will provide **monitoring reports** for review by the Governing Body. These will include:

- progress against targets relating to equality and future plans
- school population statistics
- information around recruitment and retention
- key initiatives

Outcomes

One of the most important indicators of how successful we are as a school in promoting equality and eliminating discrimination are the outcomes of various individuals and groups. Where robust analysis of outcomes reveals poorer outcomes for any particular groups, an impact assessment will be carried out and an action plan put in place to aid these outcomes. Action plans will outline:

- objectives and specific action to be taken
- expected impact and indicators of achievement
- clear timescales
- who has lead responsibility
- resource implications
- specified dates for review

Signed by:

Chair of Governors

Date:

This policy will be reviewed:

- After a period of four years
- After incidents that relate to, or impact on, equality in school
- After any significant changes to workplace, working practices to staffing

