



# **Hazelwood Schools**

## **Equalities Policy & Objectives**

Reviewed and Adopted: Spring 2024

Reviewed by: FGB following a survey of all parents in January 2024

Next Review: Spring 2027

**Review every three years**

# Hazelwood Schools

## Equalities Policy and Objectives

### The Public Sector Equality Duty

Hazelwood Schools is an inclusive school where we focus on the well-being and progress of every child and where all members of our community are of equal worth. Our vision and values are at the heart of all we do.

We believe that the Equality Act 2010 provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people. It also ensures that we continue to tackle issues of disadvantage and underachievement of different groups.

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.

At Hazelwood Schools, we ensure that everyone is treated fairly and without prejudice.

### Aims of this Policy

Our school aims to meet its obligations under the Public Sector Equality Duty (PSED) 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

### Legislation and Guidance

This document meets the requirements under 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 requires schools to publish information to demonstrate how they are complying with the Public Sector Equality Duty and to publish equality objectives
- This document is also based on Department for Education (DfE) guidance: [The Equality Act 2010 advice for schools](#).

### Development of the Equalities Policy and Objectives

The Equalities Policy and Objectives were developed following a parent survey on equality at Hazelwood Schools in February 2024. The results of the survey can be found here: [Equalities Survey February 2024](#). Following this, the SLT with support from the Equalities Governor drafted this document before sharing with staff and the FGB for ratification.



## **Roles and Responsibilities**

The Governing Body will:

- Ensure that the Equalities Policy and Objectives as set out in this statement are published and communicated throughout the school, including to staff, pupils and parents
- Ensure that the published equality action plan is updated at least every year, and that the objectives are reviewed and updated at least every 3 years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher

The equality link governor will:

- Meet with the designated member of staff for equality at least annually 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 body regarding any issues

The headteacher will:

- Promote knowledge and understanding of the equality objectives among staff, parents/carers and pupils
- Monitor success in achieving the objectives and report back to governors

The designated member of staff for equality will:

- Support the headteacher in promoting knowledge and understanding of the equality objectives among staff, parents/carers and pupils
- Meet with the equality link governor to raise and discuss any issues
- Support the headteacher in identifying any staff training needs, and deliver training as necessary

All school staff are expected to have regard to this document and to work to achieve the objectives as set out below.

## **Eliminating Discrimination**

At Hazelwood, we actively promote equality and diversity through our values, the curriculum, focus weeks (including Multicultural Week, Anti-Bullying Week and Mental Health and Wellbeing Week) and by creating an environment which champions respect for all. All staff receive annual training on radicalisation and the Prevent Duty, enabling them to challenge any extremist views. The school challenges all forms of prejudice and prejudice-based bullying.

The school complies with all obligations under the Equality Act 2010 and the Public Sector Equality Duty. Where relevant, our policies reiterate our commitment to avoid discrimination in line with the Act.

Staff and governors are regularly reminded of their responsibilities under the Equality Act, including during Governors meetings and staff meetings, and this is recorded in meeting minutes. Any incidences of discrimination or bullying, including racial or homophobic bullying and hate related incidences, are reported to the Governing Body via the Headteacher's report.

All staff are trained and supported to deal with any form of bullying and discrimination, including racial and homophobic bullying. Our anti-bullying policy supports this work, which consists of strategies to support the

victim and their family as well as educate all our children through our embedded values to eliminate discrimination of any kind.

New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training every three years with more regular updates and reminders

The school has a designated member of staff for monitoring equality issues and an equality link governor. They regularly liaise regarding any issues and make senior leaders and governors aware of these as appropriate.

### **Advancing Equality of Opportunity**

As set out in the DfE guidance on the Equality Act, Hazelwood Schools aim to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people that are connected to a particular characteristic they have (e.g. pupils with disabilities, or those 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, Hazelwood will:

- Analyse data to determine strengths and areas for improvement, implement actions in response and publish this information
- Make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic or racist 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 Values Based Education School, Hazelwood Schools aim to prepare our children for life in a diverse society and foster good relations between those who share a protected characteristic and those who do not share it by:

- Ensuring that there are activities across the curriculum that promote the spiritual, moral, social and cultural development of our children
- Teaching about difference and diversity and the impact of stereotyping, prejudice and discrimination through PSHE across the curriculum
- Using materials and resources that reflect the diversity of the school, population and local community in terms of race, gender, religion, sexual identity and disability, avoiding stereotyping
- Promoting a whole school ethos and values that challenge prejudice based discriminatory language, attitudes and behaviour
- Providing opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures
- Including the contribution of different cultures to world history and that which promote positive images of people
- Providing opportunities for pupils to listen to a range of opinions and empathise with different experiences

- Promoting positive messages about equality and diversity through displays, assemblies, visitors, whole school events e.g. Multicultural week, guest speakers
- Holding assemblies dealing with relevant issues. Pupils will be encouraged to take a lead in such assemblies and we will also invite external speakers to contribute
- Working with our local community. This includes inviting leaders of local faith groups as well as thoughts from different backgrounds to speak at assemblies, and organising school trips and activities based around the local community
- 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 schools' activities, such as sports and music clubs. We also work with parents to promote knowledge and understanding of different cultures and beliefs.

### **Equality Considerations in Decision-Making**

Hazelwood ensures it has due regard to equality considerations whenever significant decisions are made.

The school always considers the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, the school considers whether the trip:

- Cuts across any religious holidays
- Is accessible to pupils with disabilities
- Has equivalent facilities for boys and girls

We have a rolling programme for reviewing all of our school policies, including in relation to equalities and their impact on the progress, safety and well-being of our pupils. The implications for equalities of new policies and practices are considered before they are introduced.

In order to ensure that the work we are doing on equalities meets the needs of the whole school community we:

- Review relevant feedback from parent questionnaires, parents' evening, parent-school forum and/or focus meetings
- Gather and analyse responses from staff surveys, staff meetings and training events
- Review feedback and responses from the children and groups of children, from the school council, PSHE lessons, whole school surveys on children's attitudes to self and school
- Analyse issues raised in Annual Reviews or reviews of progress on Learning Support Plans, mentoring and support
- Ensure that Governing Body and the subcommittees are aware of this data.

### **Monitoring Arrangements**

This policy will be regularly monitored and reviewed by staff and governors to ensure that it is effective in tackling discrimination, promoting access and participation, equality and good relations between different groups, and that it does not disadvantage particular sections of the community.

### **Complaints**

Complaints with regard to this policy will be dealt with via the schools' complaints procedure, a copy of which is available on the schools' website.

# Hazelwood Schools

## Equality Objectives and Action Plan

### 2024-2027



The Equalities Survey to parents in February 2024 showed that the majority of parents express overall satisfaction with Hazelwood Schools, highlighting positive aspects such as a welcoming and supportive environment, efforts made in promoting diversity and multiculturalism, involvement of parents, and the SEND team's work on inclusion.

Areas for development have been identified from the responses to this survey and from the continuous cycle of school improvement. The equality objectives and action plan can be found below.

#### **1. Further promote and embrace diversity within the school, the community and the curriculum**

- To provide more diversity training for staff and parents
- To ensure our recruitment processes is an inclusive and fair process which attracts diverse talent
- To develop and implement LGBTQ+ inclusive policies and practices, including training for staff, resources for the classroom and school events
- To challenge all gender stereotyping
- To celebrate a range of religious festivals, reflecting our community
- To ensure all children in our community can see themselves and their families reflected in the Hazelwood curriculum and that it promotes equality and celebrate diversity in all its forms
- To monitor and analyse the attainment of disadvantaged groups

#### **2. Continue to develop understanding and support for children with SEND and children who have experienced trauma**

- To provide training for all staff on SEND and trauma-informed practices
- To implement individualised support plans or Learning Support Plans for children with SEND and those who have experienced trauma
- To establish regular communication channels with parents of children with SEND and trauma
- To raise awareness amongst parents and children so that they can better understand their peers
- To monitor and analyse the attainment and attendance of children with SEND and trauma

#### **3. Plan and promote a programme of inclusive school events which support all families**

- To review and revise school event planning to ensure the programme is welcoming to all groups in our school community
- To review and revise communication strategies to encourage attendance at school and HPSA events
- To ensure advance notice is given for school and HPSA events
- To work with HPSA to encourage representation from the whole school community
- To further promote attendance at school and HPSA events