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## HOE VALLEY SCHOOL SINGLE EQUALITY POLICY

Person Responsible: GB Committee  
Date Adopted: September 2014  
Date of last review: Autumn 2020  
Date of next review: Autumn 2023

### 1. STATEMENT OF POLICY

Hoe Valley School (HVS) is committed to the equal treatment of all students and staff and its policy is to work towards eliminating disadvantages for all students and staff. We believe that this policy needs to be a living document which results in review and positive action.

### 2. BACKGROUND

The Equality Act 2010 introduced a single Public Sector Equality Duty which applies to all public sector bodies including schools. This Act provides a single, consolidated source of discrimination law and replaces all existing equality legislation.

The Act also provides some changes and requires all public bodies to have a 'duty to promote equality' and to have 'due regard' for the need to;

- Eliminate discrimination, harassment and victimisation
- Advance equality of opportunity between those who share a protected characteristic and those who do not
- Foster good relationships across all groups between those who share a protected characteristic and those who do not

'Protected groups' refers to

- Race
- Disability
- Gender
- Gender reassignment
- Age (as regards employees)
- Religion or belief
- Sexual orientation
- Pregnancy and maternity (including students)

At HVS we consider that it is our duty to take all of these groups into account.

Specific duties under Public Sector Equality Duty (PSED):

- Publish information to show how the school is complying with PSED.
- Publish evidence of the equality analysis undertaken
- Publish details of engagement undertaken with interest groups
- Prepare and publish equality objectives

This Policy should be read in conjunction with the HVS PHSE Policy and HVS SRE Policy

### **3. PHILOSOPHY**

- We recognise, respect and welcome diversity and celebrate the wide range of cultures within our school
- We foster positive attitudes and relationships and a shared sense of cohesion and belonging
- All members of our community are of equal value
- Admission to our community is non-discriminatory
- We aim to reduce and remove inequalities that currently exist
- We are part of a wider community and that community should benefit too  
We believe issues surrounding equality need to be explicitly taught to young people and are not there 'automatically'  
We ensure that that our curriculum is culturally inclusive by, for example, reviewing texts studied in English, periods of History explored, issues regarding gender and identity in PHSE and by careful design of the content of tutor time and assemblies.

### **4. EQUALITY IMPACT ASSESSMENT (EIA)**

The school will develop an EIA process that will incorporate each area of equality duty. An Equality Impact Assessment will be carried out on each major area of school operations annually. We will ensure that the EIA process is updated in line with new legislation. The EIA template will be based upon the relevant equality duties. For each of the school's major functions the EIA process will cover the following areas:

- The advancement of equality of opportunity
- The elimination of unlawful discrimination, harassment and victimisation
- To foster good relations between different groups of our community
- The promotion of positive attitudes to disability
- The participation by disabled people in public life
- Meeting the need of disabled people, even when that means treating them more favourably than non-disabled people.

The outcome of EIAs will be reported to the Board of Governors. Any identified improvements will be included in the School Development Plan (SDP).

## **5. EMPLOYMENT**

The Board of Governors are committed to a fair and equal pay policy and a free-from-bias pay structure. HVS will not discriminate in employment unlawfully on grounds of sex, gender reassignment, race, disability, sexual orientation, religion or belief or age. This includes discrimination in relation to recruitment, terms and conditions, promotions, transfers, dismissals, training and employment practices such as dress codes and disciplinary procedures.

With regard to disability, we will make such reasonable adjustments as are necessary to prevent a disabled person being at a substantial disadvantage in comparison with people who are not disabled.

## **6. ROLES AND RESPONSIBILITIES**

The Board of Governors is responsible for:

- Ensuring that the school complies with legislation and that this policy and its related procedures and strategies are implemented
- Appointing a member of the Board of Governors to have a watching brief regarding the implementation of this policy
- Reviewing Impact Assessments and initiating action where required

The Head Teacher is responsible for:

- Implementing the policy
- Ensuring that any improvements identified through the EIA form part of the School Development Plan and are reviewed regularly
- Ensuring all staff are aware of the values and ethos of the school and their responsibilities and are given appropriate training and support
- Taking appropriate action in any cases of unlawful discrimination
- Ensuring the policy is available to staff, carers and governors on the school website
- Overseeing curriculum coverage in promoting equality

All staff are responsible for:

- Promoting an inclusive and collaborative ethos within school
- Dealing with any prejudice or bullying that occurs in line with school policies
- Identifying and challenging bias and stereotyping in the curriculum and associated resources
- Supporting students and carers within school for whom English is an additional language
- Keeping up to date with the law and include training and learning opportunities as part of their continuous professional development

## **7. MONITORING AND EVALUATION**

- We will collect, study and use quantitative and qualitative data relating to the implementation of this policy and make adjustments as necessary
- We will specifically collect, analyse and use data in relation to student achievement broken down as appropriate according to disabilities and special educational needs, ethnicity, culture, language, religious affiliation, national origin and national status, gender and any other protected group in compliance with our Data and Child Protection policies
- We review programmes of study termly to ensure a broad and balanced curriculum which provides opportunities for students' SMSC (spiritual, moral, social and cultural) development
- We will frequently review good practice and we make use of a range of auditing schedules and examples of good practice
- We will publish information and data required by the Equalities Act 2010
- Specific objectives relating to the Equalities Act 2010 within the SDP are regularly reviewed as part of the regular school cycle
- School objectives, reports and policies that relate to our Public Sector Equality Duty will be published on the school's website