

North Mundham Primary School

Equality information and objectives



Approved by:

Chris Jack

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1. Aims

At North Mundham we believe that every member of our school community has the right of access to the whole curriculum and every aspect of school life irrespective of gender, age, ethnicity, ability, disability, social circumstances, creed, culture or sexual identity. Our school upholds our motto 'Belong, Believe, Achieve'.

Belong: We work to ensure that members of our school family have an equal sense of 'belonging' and that their identity, involvement and opinions are valued.

Believe: We promote a growth mindset in our community so that children's ability is not fixed or limited by their or others' expectations.

Achieve: We provide a range of learning opportunities to respond to pupils' diverse needs. We recognise that 'achievement' does not necessarily look the same for all pupils – we celebrate achievement.

Our school aims to meet its obligations under the public sector equality duty 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

2. 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 require 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 and schools](#).

3. Roles and responsibilities

The governing body will:

- › Ensure that the equality information 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 information is updated at least every year, and that the objectives are reviewed and updated at least every 4 years
- › Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher

The equality link/SEN governor will:

- › Meet with the designated member of staff for equality every year 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 board regarding any issues

The headteacher will:

- › Promote knowledge and understanding of the equality objectives amongst staff and pupils
- › Monitor success in achieving the objectives and report back to governors

The designated member/SENCo of staff for equality will:

- › Support the headteacher in promoting knowledge and understanding of the equality objectives amongst staff and pupils
- › Meet with the equality link governor every year 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 in section 8.

4. Eliminating discrimination

The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.

Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

Staff and governors are regularly reminded of their responsibilities under the Equality Act, for example during meetings. Where this has been discussed during a meeting it is recorded in the meeting minutes.

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

5. Advancing equality of opportunity

As set out in the DfE guidance on the Equality Act, the school aims to advance equality of opportunity by:

- › Removing or minimising disadvantages suffered by people which are connected to a particular characteristic they have (e.g. pupils with disabilities, or BAME pupils who are being subjected to racist 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, the school will:

- › Publish attainment data each academic year showing how pupils with different characteristics are performing

- › Analyse the above data to determine strengths and areas for improvement, implement actions in response and publish this information
- › Make evidence available identifying improvements for specific groups
- › Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils

6. Fostering good relations

The school aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- › Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE, citizenship and personal, social, health and economic (PSHE) education, but also activities in other curriculum areas. For example, as part of teaching and learning in English/reading, pupils will be introduced to literature from a range of cultures
- › 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 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 school's activities, such as sports clubs. We also work with parents to promote knowledge and understanding of different cultures
- › We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach

7. Equality considerations in decision-making

The school 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

8. General Duties

Disability general duty – Disability Discrimination Act 2005

We have a statutory duty to carry out our functions with due regard to the need to:

- promote equality of opportunity
- eliminate unlawful discrimination
- eliminate disability-related harassment
- promote positive attitudes towards disabled people
- encourage disabled people's participation in public life
- take steps to take into account people's disabilities

Gender general duty – Sex Discrimination Act as amended by the Equality Act 2006

We have a statutory duty to promote gender equality with due regard to the need to

- : • eliminate unlawful sex discrimination; and
- promote equality of opportunity and good relations between women and men, girls and boys

Race general duty – Race Relations Amendment Act 2000

We have a statutory duty to promote race equality with due regard to the need to:

- eliminate unlawful discrimination
- promote equality of opportunity; and
- promote good relations between people of different racial groups

Community cohesion duty – Education and Inspections Act 2006

In addition to addressing the duties outlined above, our school is committed to taking action on other equality strands (e.g. religion and belief, 'vulnerable' children) and we will also work hard to meet the duty to promote community cohesion. We will increase our focus on helping children and young people to learn to understand others, to value diversity whilst also promoting shared values, to promote awareness of human rights and to apply and defend them, and to develop the skills of participation and responsible action. We are committed to following DfES guidance in providing:

- teaching and curriculum provision that supports high standards of attainment, promotes common values, and builds pupils' understanding of the diversity that surrounds them
- lessons across the curriculum that promote common values and help pupils to value differences and challenge prejudice and stereotyping
- a programme of curriculum-based activities whereby pupils' understanding of community and diversity is enriched through fieldwork, visits and meetings with members of different communities
- support for pupils for whom English is an additional language to enable them to achieve at the highest possible level in English

9. Reporting of hate incidents

A 'hate incident' refers to actions or words that are targeted at a person because the perpetrator is hostile, or prejudiced, towards an aspect of the victim's identity or characteristics. When the actions or words also amount to a criminal offence, it becomes a hate crime.

The law identifies five 'strands' of hate incidents and hate crimes for particular protection: disability, race or ethnicity, religion or belief, sexual orientation, or transgender status.

Anyone could be a victim of a hate incident or hate crime, and these are not defined by the *intentions* of the perpetrator. Instead, if the victim or person witnessing it *believes* or *perceives* that an incident was motivated by prejudice or hostility towards an aspect of the victim's identity or characteristics, such as their race, religion, disability, sexual orientation, or transgender status, then it should be treated and recorded as a hate incident.

Hate incidents and hate crimes take many forms, including abusive words, physical attacks, online comments, damage to property, bullying, or a campaign of harassment. They can happen face-to-face, behind a person's back, online (particularly on social media) or remotely, such as using mobile phones or physical post.

These incidents must be reported and record kept by the school. (see Appendix 1) for further details.

10. Equality Objectives (2021-2023)

Objective 1

Undertake an audit of our practice in regard to equality and diversity.

Why we have chosen this objective: In light of the new curriculum, new PSHE programme and RE syllabus it is important to ensure that opportunities for learning about equality and diversity are explicit and progressive.

To achieve this objective we plan to:

Audit the curriculum to plan for opportunities where equality and diversity can be discussed.

Audit other areas of school activity to ensure that opportunities for equality and diversity learning are maximized.

Progress we are making towards this objective: (Sept 2024)

- *The Diversity, Inclusion and Equity document was introduced and events and activities planned through the year to further embed these themes.*
- *Rewritten anti-racism policy*
- *Rewritten home school agreement with explicit focus on inclusion and diversity and anti-discrimination.*
- *Surveyed pupils about their experiences and planned further work based on this (e.g. SRTRC workshops in Year 5 and 6).*
- *Increased the awareness of discrimination and its impact through assemblies and RSHE lessons.*
- *held a whole school 'Celebrate your Culture Day'*
- *Held a Key Stage 2 Careers Fair*
- *Ensured all disadvantaged pupils have accessed extra-curricular activities*

Actions 24-25

- *To continue to work with all parents through meetings and surveys on the importance of inclusion and anti-discrimination.*
- *To continue to scrutinize our practice and proactively promote awareness of diversity, inclusion and equity of all protected characteristics.*

Objective 2

To use whole school planning tool to develop opportunities for learning about equality and diversity throughout the school.

Why we have chosen this objective: We think that it is very important that all children have the opportunity to learn about different groups within the community and beyond in order to break down any barriers or prejudices.

To achieve this objective we plan to: Use the Long Term plan to ensure that opportunities are planned in for all year groups.

Progress we are making towards this objective (Sept 2024):

- *Festivals and events to recognise and celebrate inclusion, diversity and equity are explicitly linked to whole school planning.*
- *Identified areas in the curriculum where there are opportunities for explicit teaching about race, gender and other cultures and linked to children's learning through history, literature and other areas of the curriculum.*
- *Increased our collection of texts that represent pupils and families from ethnic minorities and other protected characteristics.*

Actions 24-25

- *Continue to review topics taught in the curriculum and ensure that there are positive representations of significant characters from ethnic minorities and other protected characteristics.*
- *Utilise pupil voice to gather information on their experiences and understanding of diversity, inclusion and equity.*

Objective 3

Include training on equality and diversity for all members of staff and include in new staff induction. Training evaluation data will show that 100% of those attending have a good understanding of the legal requirements.

Why we have chosen this objective: It is very important that all staff are aware of the issues facing certain groups of children and their families and how we can support them as a school to break down barriers.

To achieve this objective we plan to: include training in teacher, TA and governor training programmes.

Progress we are making towards this objective (Sept 2024):

- *Whole staff training delivered, current process evaluated and procedures reviewed.*
- *Surveys used to assess staff understanding and experience.*
- *New staff induction reviewed.*

Actions Planned 24-25

- Ensure that new staff are aware of the policy, its impact and implications

11. Monitoring arrangements

The Headteacher and SENDCo will update the equality information we publish, [described in sections 4-7 above], at least every year.

This document will be reviewed by [the governing body at least every 4 years.

This document will be approved by the full board of governors

12. Links with other policies

This document links to the following policies:

- › Accessibility plan
- › Risk Assessments
- › Safeguarding
- › SEND policy and report
- › PSHE
- › Race equality Policy

Appendix 1- Guidance on Hate incidents



Hate-motivated Incidents: Guidance for Schools

How to identify, respond to, report, and monitor hate incidents motivated by race, religion, sexual orientation, disability, or transgender status

**Guidance produced by Countering Extremism
Team**

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Quick summary

What are hate incidents and hate crimes?

A 'hate incident' refers to actions or words that are targeted at a person because the perpetrator is hostile, or prejudiced, towards an aspect of the victim's identity or characteristics. The law identifies five 'strands' for particular protection: disability, race or ethnicity, religion or belief, sexual orientation, or transgender status. When the actions or words also amount to a criminal offence, it becomes a hate crime.

Anyone could be a victim of a hate incident or hate crime, and these are not defined by the *intentions* of the perpetrator. Instead, if the victim or person witnessing it *believes* or *perceives* that an incident was motivated by prejudice or hostility towards an aspect of the victim's identity or characteristics, such as their race, religion, disability, sexual orientation, or transgender status, then it should be treated and recorded as a hate incident.

Hate incidents and hate crimes take many forms, including abusive words, physical attacks, online comments, damage to property, bullying, or a campaign of harassment.

What this means for schools

As hate incidents and hate crimes are a form of discriminatory behaviour and/or harassment, as well as often constituting crimes in their own right, schools have a legal duty to take action when they become aware of them. This is contained within UK legislation and also the Ofsted inspection framework.

This means that schools should also begin to record, report and monitor hate incidents other than racially-motivated incidents. This is very important.

Schools should:

- Take steps to inform students and staff of what hate incidents are;
- Be able to identify hate incidents and have robust procedures in place to respond to them;
- Record and report hate incidents when they are identified;
- Monitor hate incidents and report routinely to Governors and WSCC.

Support and guidance

Help is available from:

- WSCC's Community Safety and Wellbeing Team: communitysafety.wellbeing@westsussex.gov.uk;
- Hate Incident Support Service: sussexhateincidentreport@victimsupport.org.uk or phone: 0808 168 9274 (Freephone).

We can also offer training and further resources for staff and students.

Purpose of this guidance

This guidance is intended to help schools to understand:

- Their legal duties in relation to hate-motivated incidents;
- What are hate incidents and hate crimes;
- Tools that can help schools to challenge and report hate incidents and hate crimes;
- Further resources that schools can access.

The law and schools – the Equality Act 2010

The Equality Act 2010 was brought in to replace a number of different pieces of legislation, with the aim to simplify and streamline the various duties placed on a range of public authorities, employers and providers of goods and services. The Act is intended to provide a single, consolidated source of law relating to discrimination. This replaces previous pieces of legislation such as the Race Relations Amendment Act (2000).

In England and Wales, the Equality Act 2010 applies to all maintained and independent schools, as well as academies and free schools.

The Act covers all aspects of school life to do with how a school treats pupils and prospective pupils, parents and carers, employees, and members of the community. Everything a school does must be fair, non-discriminatory and not put individuals or groups of people at a disadvantage. In particular, a school must not discriminate, harass or victimise a pupil or potential pupil in relation to:

- Admissions.
- The way it provides education for pupils.
- How it provides pupils access to any benefit, facility or service.
- Excluding a pupil or subjecting them to any other detriment.

The Equality Act 2010 specifies a number of types of unlawful behaviour, including:

- Direct discrimination.
- Indirect discrimination.
- Failing to make reasonable adjustments for disabled pupils or staff.
- Discrimination arising from disability.
- Harassment related to a protected characteristic.
- Victimisation of someone because they have made, or helped with, a complaint about discrimination.

Since April 2011, schools have also been bound by a part of the Equality Act 2010 called the Public Sector Equality Duty.

This includes a 'general duty' which serves as the overarching legal requirement for schools and means they must consider how their policies, practices and day-to-day activities impact on pupils and staff. Schools are required in law to have "due regard" to the need to:

- Eliminate unlawful discrimination, harassment and victimisation.
- Advance equality of opportunity.
- Foster good relations.

As such, the law requires schools to think about the three aims of the Equality Duty as part of delivering provision, making decisions, and developing policies. This includes thinking about how schools respond to hate incidents, which can constitute or may amount to discriminatory behavior, harassment, victimisation and other unlawful behaviours.

Similarly, the Ofsted inspection framework is explicit in outlining the need to tackle inequality and disadvantage in every aspect of education and the school experience, which can include hate incidents which target someone's identity or characteristics. It also states that this will be considered as part of all inspection judgements as it is integral to improving attainment and the progress of all pupils, regardless of their circumstances and backgrounds.

Understanding and identifying hate incidents

A 'hate incident' refers to actions or words that are targeted at a person because the perpetrator is hostile, or prejudiced, towards an aspect of the victim's identity or characteristics. When the actions or words also amount to a criminal offence, it becomes a hate crime.

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If the victim or observer perceives that an incident is motivated by hate (including hostility and/or prejudice), then the incident *must* be reported, irrespective of the outcome of ensuing investigations. Staff are therefore not required to make a judgement about the nature of the incident at the time that it is reported and recorded.






Within the school there can be different perpetrators and victims (*pupil to pupil; pupil to adult; adult to pupil; adult to adult*).

The following is an expanded list of the categories, which are used on the Hate Incident Reporting Form, but this is by no means an exhaustive list.

Types of Incidents	Possible examples
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Damage to property	<ul style="list-style-type: none"> • damage to personal possessions, e.g. clothes, mobile phone, books, bikes, cars, etc. • offensive graffiti, vandalism.
Harassment	<ul style="list-style-type: none"> • Repeated incidents such as: <ul style="list-style-type: none"> • verbal abuse; • threats or intimidation; • persistent phone calls, emails, letters or texts; • hostile or bullying comments on social media; • following/stalking victim.
Humiliation and 	<ul style="list-style-type: none"> • spitting; • name calling; • abusive gestures; • spreading malicious rumours.
Indirect discrimination through school systems 	<ul style="list-style-type: none"> • not challenging offensive, discriminatory or otherwise unacceptable information or comment; • denial of racial, national, ethnic, cultural heritages; e.g. refusing to acknowledge the difference between Pakistani, Bangladeshi and Indian heritage; • seemingly positive stereotyping, e.g. black students being 'naturally gifted' at sport and expressive arts and less talented academically; • not providing alternatives to food prohibited by some cultures; • refusing to recognise someone's sexual orientation or transgender status, or making inappropriate comments about relationships or behaviour; • failing to make reasonable adjustments for someone's disability.
Isolation 	<ul style="list-style-type: none"> • deliberate exclusion, giving the 'cold shoulder'; • spreading rumours.
Malicious communications 	<ul style="list-style-type: none"> • telephone calls or texts; • threatening letters; • hate mail, by email or letter; • distributing offensive literature, leaflets, posters. • Social Media.

<p>Provocative behavior</p> 	<ul style="list-style-type: none"> • refusing to co-operate with someone because of their background or identity; • offensive, discriminatory or abusive comments in the course of classroom discussions, or outside in school grounds; • incitement of others to behave in a discriminatory or offensive way; • the wearing of offensive badges or insignia (such as those with racist or homophobic undertones).
<p>Sexual abuse</p>	<ul style="list-style-type: none"> • sexual harassment (see harassment definition above); • sexual intimidation; • sexual assault including rape.
<p>Threats</p> 	<ul style="list-style-type: none"> • to personal safety of victim and/or their family or friends; • to damage property; • victim feeling threatened by intimidatory actions of a gang or group.
<p>Verbal abuse</p>	<ul style="list-style-type: none"> • name calling; • insults; • offensive 'jokes' and language; • mimicry & innuendo; • ridicule for cultural or religious differences, e.g. dress, food, patterns of worship.
<p>Violence</p> 	<ul style="list-style-type: none"> • pushing; • jostling; • slapping; • hitting; • punching; • kicking; • assault using a weapon; • stabbing; • shooting.

Reporting hate incidents

Trigger: Victim or observer reports a hate incident.

Response: Schools record and respond to the reported incident. At the same time, they initiate the reporting processes, to ensure that internal and external monitoring and interventions can take place.

Recording (school level)

- The recording of a hate incident should follow schools' usual recording process for all incidents of inappropriate behaviour;

- Outside of the classroom all incidents, or reports of incidents, must be dealt with by the member of staff who witnessed the incident, or to whom it is reported;
- It may also be necessary to contact the member of staff with responsibility for pastoral or discipline duties;
- In addition, the incident must be reported to the Named Person in the school who is responsible for monitoring hate incidents.

If the victim or observer perceives that an incident has been motivated by hate (including hostility or prejudice), then the incident must be reported, irrespective of the outcome of ensuing investigations. Staff are therefore not required to make a judgement about the nature of the incident at the time that it is reported and recorded. As noted earlier, it is the perception of the victim or witness that matters in defining a hate incident or hate crime.

Reporting

- All hate incidents should be reported as they occur using the Hate Incident Reporting Form (HIRF). Schools should complete the online form at www.westsussex.gov.uk/hatecrime which goes automatically to the Hate Incident Support Service managed by Victim Support Sussex;
- Schools should carry out their own analysis of incidents with reference to types, ages of pupils involved and report any resulting action to Governors.

Responding to Hate Incidents

When a hate incident has been reported, the school should investigate and determine the appropriate actions for addressing the incident.

The procedure for response should always include the following actions:

- Ensure that both sets of parents of the victim and perpetrator should be made aware of the incident and what action is being / has been taken;
- Investigate the reported incident;
- Discuss with all parties why the incident was inappropriate;
- Discuss with the pupil how their behaviour might change or be modified in the future;
- Determine the level of seriousness of the incident. (See *Categorisation of Incidents*);
- Use appropriate classroom discipline and sanctions, with reference to your existing policies around related behaviour such as bullying or inappropriate classroom behaviour. These might include:
 - behaviour modification strategies;
 - use of curriculum opportunities to promote equity, respect and acknowledgement of diversity;
 - an apology alongside positive intervention strategies;
 - a separation strategy that will promote positive ways forward for all.
- Monitor in case further incidents occur, or a pattern emerges.

As far as possible, exclusions should be avoided. The seriousness or the persistent nature of an incident may, however, require the Headteacher in consultation with the Local Authority to consider temporary or permanent exclusion.

Staff should consider contacting the Police particularly in cases of physical assault or where there is a potentially dangerous or threatening situation. Where there is a significant danger, emergency or threat, you should always call 999.

Staff should ensure that the perpetrator understands the purpose of any sanction used and how this relates to the school policy.