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## HAYFIELD LANE PRIMARY SCHOOL - OUR SINGLE EQUALITY POLICY

### INTRODUCTION

At Hayfield Lane Primary School we aim to provide equality and excellence for all in order to promote the highest possible standards.

### OUR APPROACH TO PROMOTING EQUALITY

The overall objective of this policy is to provide a framework for the school to:

- pursue its equality duties to eliminate unlawful discrimination and harassment;
- promote equality of opportunity;
- promote good relations and positive attitudes between people of diverse backgrounds in all its activities.

Through the Equality Policy, the school seeks to ensure that no member of the school community or any other person through their contact with the school receives less favourable treatment on any grounds which cannot be shown to be justified. This covers race, colour, nationality, ethnic or national origin, religion or beliefs, gender, marital status, responsibility for children other than dependants, disability, sexual orientation, gender reassignment, age, trade union or political activities, socio-economic background, where the person lives or spent convictions.

The principles of this policy apply to all members of the extended school community -pupils, staff, governors, parents and community members.

## **A COHESIVE COMMUNITY**

Hayfield Lane Primary is situated in Hayfield, Auckley, a village to the south of Doncaster. The local community is of a predominantly white British background.

In order to achieve a cohesive community, we will need to:

- Promote understanding and engagement between communities.
- Encourage all children and families to feel part of the wider community.
- Understand the needs and hopes of all our children.
- Tackle discrimination.
- Increase life opportunities for all.
- Ensure teaching and the curriculum explores and addresses issues of diversity.

## **PUPIL ATTAINMENT AND PROGRESS**

- This school expects the highest possible standards.
- Staff have high expectations of all pupils and continually challenge them to reach higher standards.
- The school recognises and values all forms of achievement.
- We will monitor and analyse pupil performance by ethnicity, gender, disability and special education need and take account of socio-economic circumstances.
- Any disparities which are identified will be addressed through targeted curriculum planning, teaching and through appropriate targeted intervention or support.

## **THE QUALITY OF PROVISION - TEACHING AND LEARNING**

- All staff ensure the classroom is an inclusive environment in which pupils feel all contributions are valued.
- Positive steps are taken to include pupils who may otherwise be marginalised.
- We take account of pupil's experiences and starting points and are responsive to pupil's different learning styles.
- Pupil grouping is planned and varied to reflect the requirements of learners and their social development needs.
- Allocations to teaching groups will be kept under regular review and analysed by ethnicity, gender and SEND.
- Our teaching styles include collaborative learning.
- All pupils will be encouraged to question, discuss and collaborate in problem solving tasks.
- Staff encourage pupils to become independent and assist them in taking responsibility for the management of their own learning and behaviour.
- This school believes that self-assessment is a teaching-learning strategy, and we will provide all pupils with opportunities to take responsibility for their own learning through regular reflection and feedback on their progress.

## **THE QUALITY OF PROVISION - CURRICULUM AND OTHER ACTIVITIES**

This school provides an appropriate curriculum for pupils of all backgrounds. We will monitor and evaluate its effectiveness through target setting and attainment analysis. All pupils participate in the mainstream curriculum of school.

The curriculum builds on pupils' starting points and is differentiated appropriately to ensure the inclusion of:

- boys and girls
- pupils learning English as an additional language
- pupils from minority ethnic groups
- pupils who are gifted and talented
- pupils with special educational needs
- pupils with a disability
- pupils who are in public care
- pupils who are at risk of disaffection and exclusion

Each area of the curriculum is planned to incorporate the principles of equality and to promote positive attitudes to diversity. All subjects contribute to the spiritual, moral, social and cultural development of all pupils.

## **THE QUALITY OF PROVISION - GUIDANCE AND SUPPORT**

- We actively promote good personal and community relations and recognise diversity as having a positive role to play within the school.
- All staff are expected to foster a positive atmosphere of mutual respect and trust among boys and girls from all ethnic groups and range of abilities.
- Staff challenge stereotypes and foster pupils' critical awareness and concepts of fairness, enabling them to detect bias and challenge inequalities.
- Our pastoral support takes account of religious, cultural and ethnic differences, special educational needs and disability.
- The school will provide appropriate support for pupils learning English as an additional language. Whilst pupils will be expected to use English as their main language within school, such pupils will also be encouraged to use their home and community languages to enhance their learning.

## **BEHAVIOUR AND ATTENDANCE**

- This school expects high standards of behaviour from all pupils.
- We have procedures for disciplining pupils and managing behaviour that are fair and applied equally to all.
- All staff are expected to operate consistent systems of rewards and discipline.

- It is recognised that cultural background and disability may affect behaviour. Our school takes this into account when dealing with incidents of unacceptable behaviour
- Clear procedures are in place so that all forms of bullying and harassment, including racism and harassment related to disability, sexism and homophobia, are dealt with promptly, firmly and consistently.
- All forms of harassment are recorded, monitored and dealt with.
- Adults in school take care to lead through example, demonstrating high expectations of all pupils.
- This school will take all reasonable steps to prevent the exclusion of a pupil for a reason related to any disability that they may have.
- Pupils, staff and parents are aware of policies and procedures for dealing with harassment. They know that any language or behaviour which is racist, sexist, homophobic or potentially damaging to any minority group is unacceptable.

#### **PARTNERSHIP WITH PUPILS, PARENTS AND THE WIDER COMMUNITY**

- Information and meetings for parents are made accessible for all.
- We aim to ensure that progress reports to parents are clearly written and free from jargon to encourage parents to participate in their child's education.
- We will take all reasonable steps to ensure that parents with a disability or with learning difficulties can access school's information.
- Parents are fully involved in the school-based response for their child with special educational needs.

#### **LEADERSHIP AND MANAGEMENT**

- Steps are taken to ensure the school's admission process is fair and equitable to all pupils, in line with Local Authority procedures.
- This school will not discriminate against a disabled pupil in the arrangements it makes for determining admission.
- Comprehensive information about pupils' ethnicity, first language, religion, physical needs, diet etc. is included in admissions forms.
- The school adheres to recruitment and selection procedures which are fair, equitable and in line with statutory duties and Local Authority guidelines.
- Equality and diversity issues are reflected in our school's employment practices.
- Everyone associated with the school is informed of the contents of this policy.
- All staff and visitors must support the ethos of the school, promoting equality and challenging bias and stereotyping wherever they observe it.

## **RACE EQUALITY**

Our policy takes due regard to the school's general and specific duties as detailed in;

- Race Relations (Amendments) Act 2000
- Code Of Practice On The Duty To Promote Race Equality (2001) issued by the Commission for Race Equality (CRE)
- Preparing a Race Equality policy for schools CRE (2002)

At Hayfield Lane Primary School we carefully monitor the attainment of all ethnic and intervene to offer additional support for any ethnic minority pupil deemed to be at risk of under achievement.

We recognise the need to monitor our practice frequently to ensure that institutional racism is not unwittingly condoned through prejudice, ignorance or racial stereotyping.

We do not tolerate any forms of racism or racist behaviour.

We define a racist incident as any assault, verbal abuse or damage to personal property, or lack of cooperation in a lesson on account of another pupil's ethnicity.

Should a racist incident occur, staff are trained to deal with it fairly, consistently and effectively.

All incidents are recorded and reported as required by LA guidelines and procedures.

## **DISABILITY EQUALITY**

Our policy takes due regard to the school's general and specific duties as detailed in;

- The Disability Discrimination Act (DDA) 1995
- The 2002 Amendment to The Disability Discrimination Act
- The 2004 Amendment to The Disability Discrimination Act
- The Equality Act 2010

The Disability and Discrimination Act states that a 'person suffers from a disability if he or she has a physical or mental impairment which has a substantial and long term adverse effect on his or her ability to carry out day to day activities.'

We recognise that physical or mental impairments can include sensory impairments such as sight and hearing) and learning difficulties.

The definition also includes certain medical conditions when they have a long term and substantial effect on a pupil or adult.

At Hayfield Lane Primary School we aim to ensure that disabilities are recognised and we make reasonable adjustments to remove all barriers to both adult and pupil participation in all aspects of school life are removed. However, we do have due regard to the constraints of the resources available.

When advertising for staff, or deciding upon appointments, the governors will follow the necessary procedures and will not discriminate against people with disabilities.

Should a member of staff become disabled the governing body will make reasonable adjustments to that persons' employment arrangements or to the premises in order to enable them to continue in post.

The school is committed to multi-agency working and will liaise with specialists to support individual pupils. These may include Physiotherapists, educational psychologists, speech therapists, doctors, school nurse, social workers, and the staff of the voluntary and statutory agencies.

We benefit from LA advice in terms of the Specialist Teams for Hearing Impairment, and Autism.

Members of staff follow school procedures for both the storage and administration of medicines to pupils. We also have procedures for clearing up when blood and other bodily substances are spilled.

We have trained and identified First Aiders and procedures for contacting emergency services when required.

**Our Disability Equality and Access Plan** (Appendix A) highlights those areas of the physical building and school grounds as well as aspects of the teaching and learning environment which we wish to improve in order to make access to school life as complete as possible.

## **GENDER EQUALITY**

The general duty to promote gender equality means that we must have due regard to:

- Eliminate unlawful discrimination and harassment
- Promote equality of opportunity between men and women, boys and girls.

We realise that gender is one of the key factors affecting educational performance and that it affects sub groups of boys and girls in different ways.

Social class, ethnic origin and local context can all be strongly linked to performance.

We aim to monitor and react to all situations which raise barriers to learning.

## **TRANSGENDER**

Transgendered people are explicitly covered by the gender equality duty.

The term transgendered refers to a range of people who do not feel comfortable with their birth gender.

The school will respect the confidentiality of those seeking gender reassignment and will provide a supportive environment within its school community.

## **AGE, SEXUAL ORIENTATION, RELIGION , PREGNANCY AND MATERNITY**

We ensure that we do not discriminate on these grounds.

## **ROLES AND RESPONSIBILITIES**

Everyone who works at Hayfield Lane Primary School has a responsibility for promoting equality and inclusion and avoiding unfair discrimination.

**Our governors are responsible for:**

- Making sure the school complies with all current equality legislation
- Making sure this policy and its procedures are followed

**The Head teacher is responsible for:**

- Making sure the policy is readily available and that the governors, staff, pupils and their parents know about it.
- Making sure its procedures are followed.
- Producing regular information for staff and governors about the policy and how it's working, and providing training for them on the policy, if necessary.
- Making sure all staff know their responsibilities and receive training and support in carrying these out.
- Taking appropriate action in cases of harassment and discrimination.

**All our staff are responsible for:**

- Dealing with racist, sexist and homophobic incidents, and being able to recognise and tackle bias and stereotyping.
- Promoting equality and good community relations and avoiding discrimination against anyone for reasons of race, colour, nationality, ethnic or national origins, gender, disability, religion or belief, sexual orientation or socioeconomic circumstances.
- Keeping up to date with the law on discrimination and taking training and learning opportunities.

**Visitors and contractors are responsible for:**

- Knowing and following our equality policy.

Responsibility for overseeing equality practices in the school lies with a named member of staff (currently the head teacher) and a named governor (the designated Inclusion governor).

Responsibilities include:

- Coordinating and monitoring work on equality issues.
- Dealing with and monitoring reports of harassment (including racist and homophobic incidents).
- Monitoring the progress and attainment of vulnerable groups of pupils
- Monitoring exclusions.

**MONITORING, REVIEWING AND ASSESSING IMPACT**

- This policy will be reviewed and reported upon to the governing body annually.
- The School Improvement Plan ensures that the policy forms an essential part to the school's action on equality.
- It includes a determination by the governing body to promote a cohesive community, inclusion and equality in the school.
- 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.
- We will review and publish our equality information after our annual monitoring.
- This policy and its objectives will be reviewed every three years.

Next review to take place September 2026

	2025 - 2026	2026 - 2027	2027 - 2028
Disability	<ul style="list-style-type: none"> <li>➤ Development of SEND drop in sessions with SENDCO and pastoral lead to discuss concerns and look at resources.</li> <li>➤ SEND parents evening</li> </ul>	<ul style="list-style-type: none"> <li>➤ Support Sessions for staff developing coding structure on provision maps to align with LA Needs Descriptors.</li> <li>➤ EYFS to examine most current research</li> </ul>	<ul style="list-style-type: none"> <li>➤ EYFS policy developed to reference how provision is tailored to meet need.</li> <li>➤ Local Offer policy updated to reflect developments in the targeting of Gross motor</li> </ul>

	<p>following the format of parent's evenings.</p> <ul style="list-style-type: none"> <li>➤ SEND parent feedback forms following events held within school.</li> <li>➤ Parental concern forms launched as initial step for parents to raise concerns with SENDCO.</li> <li>➤ Support sessions for staff developing SMART targets with a focus on reducing the cognitive load for SEND pupils.</li> </ul>	<p>development between the links with Gross Motor and Fine motor control, this to include visits to specialist provision.</p>	<p>control to enhance fine motor control development.</p>
<p>Equality (Racial/Sexual Age/Sexual Orientation/religion or belief)</p>	<ul style="list-style-type: none"> <li>➤ Launch of new RE lessons across school, ensuring equality is addressed and built upon year on year.</li> <li>➤ Launch of new PSHCE lessons across school, ensuring equality is addressed and built upon year on year.</li> <li>➤ Adapted assembly sessions to promote links highlighted between Skills hub and key world aspects. Eg Black</li> </ul>	<ul style="list-style-type: none"> <li>➤ Review of the new RE lessons across school and update in line with government revisions on Primary Education Curriculum policy.</li> <li>➤ Review of the new PSHCE lessons across school and update in line with government revisions on Primary Education Curriculum policy.</li> <li>➤ Deepening of application skills to ensure that the children</li> </ul>	<ul style="list-style-type: none"> <li>➤ School to track LA safeguarding content ensuring this is filtering through to parent sessions and that this is strategically planned over a term.</li> </ul>

	History Month.	can draw on their findings in RE/PSHCE to answer controversial challenge questions during CLST assemblies.	
Gender (Gender reassignment)	<ul style="list-style-type: none"> <li>➤ Pastoral lead to complete CPD.</li> <li>➤ Pastoral lead to meet with school nursing team to gain further information.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Governors to examine school policy on RSC to ensure any developments are accounted for.</li> </ul>	<ul style="list-style-type: none"> <li>➤ RSE curriculum review completed by governors.</li> </ul>
Accessibility	<ul style="list-style-type: none"> <li>➤ Standing tables purchased and trialled with children to support their preferred working way.</li> <li>➤ Development of the classroom environment to support all learners by reducing the cognitive load.</li> <li>➤ Visits to outstanding providers to inform development of sensory resources within the classrooms.</li> <li>➤ Initial development of the Bungalow as a bespoke learning area to support</li> </ul>	<ul style="list-style-type: none"> <li>➤ Roll out of sensory boxes within each classroom to support pupil's emotional regulation.</li> <li>➤ Storage area created with assessable resources to supplement Thrive provision in each classroom so that emotionally distressed pupils are able to access learning.</li> <li>➤ Further development of the Bungalow provision with the involvement of specialists for the quality assurance of use.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Monitoring the impact of the emotional support resources</li> <li>➤ Further visit to specialist provision to examine enhancements to emotional resources.</li> <li>➤ Develop break out space resourcing to support pupil accessibility and regulation.</li> <li>➤ Potentially adaptation of existing space, ie store cupboards into sensory spaces.</li> </ul>

	<p>pupils with a range of needs to regulate and develop the skills to be positive learners.</p>		
<p>Bi-Lingual parents</p>	<ul style="list-style-type: none"> <li>➤ Staff to undertake Bell Foundation training to support parents and children in making EAL assessments.</li> <li>➤ Staff CPD to examine the use of A-E grids and Bell Foundation online platform.</li> <li>➤ EMTAS workers holding drop in events with parents to support bi-lingual needs.</li> <li>➤ Re-working of parents evening times to ensure EMTAS workers are present.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Governing board to examine funding to cover EMTAS/interpreter requirements.</li> <li>➤ Staff to be able to assess and target set using Bell Foundation resources.</li> <li>➤ Curriculum Leaders complete training on how to effectively monitor Bell Foundation targets and provision within their subject area.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Bell Foundation targets and resources are effectively used to inform parent pupil EAL discussions.</li> <li>➤ Admission information to be reworked to include advancements using Bell Foundation materials.</li> <li>➤ Celebration Event where multi-lingual skills are celebrated.</li> </ul>