



HOWE GREEN HOUSE

BISHOP'S STORTFORD

EQUALITY & DIVERSITY POLICY

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Issue Number	3
This policy is endorsed by	Governing Board and the Co-Headteachers
This policy is owned by	The Co-Headteachers
Review Body	Finance Committee

Most Recent Revision Date	May 2025
Last Reviewed by Governors	May 2024
Period of Review	Annual
Next Review Date	May 2026
Previous Reviews	4

To be made available	YES
To be on website	YES
Internal staff only	NO
Internal students only	NO
Internal staff and students	YES

Equality & Diversity Policy

This Policy also includes Little Oaks Nursery and Before and After School Provision

The staff and governors of Howe Green House School believe that we should provide a caring, positive, safe and stimulating environment, which promotes the intellectual, social, physical, and moral development of the individual child.

Access Statement

Howe Green House School is committed to a policy of equality, inclusion and accessibility in the delivery of its service; its dealing with the public and in the employment opportunities afforded to existing and future employees.

Howe Green House School is committed to ensuring that the facilities it provides allow pupils, visitors and employees to maximise their individual abilities and enjoy safe, and wherever possible, independent participation; by being vigilant of, and making all possible accommodations for, the protected characteristics of the individuals who come into contact with the school.

Howe Green House 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

Our school aims to promote respect for difference and diversity in accordance with our values.

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](#).

Roles and Responsibilities

In our school, all members of the school community have a responsibility for promoting equalities.

The Governing Body has responsibility for ensuring that:

- The equality information and objectives as set out in this policy are published and communicated throughout the school, including to staff, pupils and parents
- Ensure that the published equality information is updated every year, and that the objectives are reviewed and updated at least every 4 years
- The school complies with all equalities legislation relevant to the school community
- The actions, procedures and strategies related to the policy are implemented

The Co-Headteachers and Leadership team have responsibility for:

- In partnership with the Governing body, providing leadership and vision in respect of equality
- Overseeing the implementation of the equality and diversity policy and schemes
- Co-ordinating the activities related to equality and evaluating impact
- Ensuring that all who enter the school are aware of, and comply with, the equalities policy
- Ensuring that staff are aware of their responsibilities and are given relevant training and support
- Taking appropriate action in response to any prejudice-related incidents

All School staff have responsibility for:

- The implementation of the school's equalities policy and schemes
- Dealing with incidents of discrimination and knowing how to identify and challenge bias and stereotyping
- Ensuring they do not discriminate on grounds of ethnicity and culture, disability, sexual orientation or other groups vulnerable to discrimination
- Keeping up to date with equalities legislation

Eliminating Discrimination

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

Staff and governors are regularly reminded of their responsibilities under the Equality Act – for example, during meetings.

New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training.

Discrimination

Direct discrimination is where one person is treated less favourably than another is, has been or would be treated in a comparable situation on the grounds of their:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

Howe Green House School endeavours to send a clear message that direct or indirect discrimination will not be tolerated.

The school views diversity as a resource, as a strength and as an opportunity to help us improve and are committed to making our school and employment therein, equally accessible to everyone. We welcome diversity in society, and we will endeavour to meet the needs of our diverse community and the wider world.

We are determined to continually work to enhance the lives of everyone in our own School community, and to improve the diversity within.

We aim to provide a fair and equal workplace and will investigate any discrimination that occurs in the workplace.

All school employees have a responsibility not to discriminate against other members of the school community and to promote equality throughout the education it provides.

In the event that anyone believes they have been discriminated against there is a Howe Green House Complaints Procedure which should be followed. Copies are available from the School Office and on the school website.

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 that are connected to a particular characteristic they have
- Taking steps to meet the particular needs of people who have a particular characteristic
- Encouraging people who have a particular characteristic to participate fully in any activities

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
- Holding assemblies dealing with relevant issues. Pupils will be encouraged to take a lead in such assemblies
- Working with our local community and organising school trips and activities based around the local community

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

The school may keep a written record (known as an Equality Impact Assessment) to show we have actively considered our equality duties and asked ourselves relevant questions. This is recorded at the same time as the risk assessment when planning school trips and activities.

Equality Objectives

Objectives created in May 2024 and will be updated before 2028.

Objective 1

To monitor and analyse pupil achievement across groups of children including sex and act on any trends or patterns in the data that require additional support for pupils.

Objective 2

To ensure positive levels of parental and pupil engagement in all activities across school life and from the whole school community.

This document links to the following policies:

- Accessibility plan
- SEND policy
- Building Better Behaviour policy.

Date of Policy Review: May 2025

Next Review: May 2026

Co-Headteachers: Paul Bailey and Anna Lipani

Reviewed By: The Finance and Premises Committee & The Education Committee