



The
Hawthorns
Primary School

Equality Objectives

2016-20

Agreed and Adopted by the Governing Body on: October 2016

Signed: C Shaw

The policy will be formally reviewed on : October 2020

Contents

	Page
Legal Requirements	3
Introduction	4
School Context	5
Race	6
Disability	7
Gender	8
Religion and Belief	9
Sexual Orientation and Gender Identity	10
Age	11
Anti – bullying	11
Employment Practices	12
Due Regard	12
Consultation	12
Equality Objectives Summary	13
Roles and Responsibilities	14
Contracting and Procurement	14
Action Plan	14
Reporting and reviewing the objectives	16
Publication	16
Complaints	16

Legal Requirements

Everyone has the right to be treated with dignity and respect.

The Equality Act 2010 prohibits direct and indirect discrimination, harassment and victimisation of people on the grounds of protected characteristics – disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation, marriage and civil partnership and age.

The Equality Act 2010 also requires public bodies such as schools to have due regard to the need to:

- Eliminate unlawful discrimination
- Advance equality of opportunity
- Foster good relations between people from different equality groups

This is called the public sector Equality Duty and its purpose is to promote equality for all.

Schools have a responsibility to:

- Publish equality objectives by 6 April 2012 and every four years thereafter;
- Publish information annually from 6 April 2012 to demonstrate their compliance with the general Equality Duty
- Publish information relating to their employees and others affected by their policies and practices
- Public bodies with fewer than 150 employees are not required to publish information on the effect of their policies and practices on their workforce.

Introduction

This document has been produced to help the school community to focus on the outcomes that matter to the people who use our school and its services and our local community; and to ensure that its services are accessible and delivered effectively.

Success in meeting the objectives will be monitored and delivered through the governors' role, school improvement and self-evaluation processes.

Vision and Aims for Equality and Diversity

At the Hawthorns Primary School we treat everyone fairly so that all members of our school community can be free to live, learn and enjoy.

Consequently we are committed to:

- Tackling discrimination on the grounds of race, disability, gender/gender identity, sexual orientation, religious belief and age
- Positively advancing equality.
- Creating good relationships in the school between all groups by race, gender/gender identity, disability, sexual orientation, religious belief and age.
- Promoting equality of opportunity for all.

We ensure that:

- every pupil irrespective of race, disability, gender, religion and belief or sexual orientation is able to achieve high standards and that strategies are in place to tackle under-achievement.
- that every pupil has access to the necessary teaching and support required to enable them to achieve their highest potential.
- the school's behaviour management procedures are fair, effective and equitable.

Our intention is to ensure that the adults working or volunteering in the school are from diverse groups because this provides good role models for our pupils.

We will involve pupils, staff, parents, carers, governors and communities in the development of our objectives. The aim is to ensure that we meet the needs of people from all ethnic backgrounds and of all religions or beliefs; irrespective of age, gender, sexual orientation and ability.

School context:

In October 2016 the school population consisted of a total of 440 pupils of whom 206 were girls and 234 boys. Of that total of 440 pupils 74% had been identified by their parents as “White British” or “White Other”. 10% of pupils were registered as Indian with 3% being identified as African and Pakistani and 4% Chinese. A further 4% of pupils were listed as “Other Asian”. This reflects an increasing diversity in the pupil population since 2012.

Of the 440 registered pupils a total of 42 were categorised as having special educational needs (SEND). This included 39 pupils at SEN support and 3 with a Statement of SEN (not converted to ECHP). Eight pupils have speech, language or communication needs and 11 had autistic spectrum disorders. Seven pupils had a specific physical disability and ten pupils had a social, emotional or behavioural difficulty.

In October 2016 the staff complement consisted of a total of 75 employees, 72 female and 3 male, in a range of full-time and part-time positions. Of that total, 67 identified themselves as White British or White Irish, 1 from mixed background and 6 with Asian heritage. No current employee has a registered disability. A broad age-range is represented amongst the employees. Seven were aged under 30 years of age, 16 between 30 and 40 years of age, 23 between 40 and 50 years of age and 29 over 50 years of age.

Currently the school has 11 Governors in post and 3 vacancies (4 male and 7 female), 10 of whom have identified themselves as White British and 1 Black British African. The governors range in age with five being in the 35-50 years bracket and six being over 50 years of age. No governor currently has a registered disability.

Roles, responsibilities, commitment and accountability

We focus on equality issues by:

- Paying due regard to equality issues within all our key policies, planning, decision making processes and performance management;
- Ensuring that our planning contributes towards our equality objectives;
- Ensuring that arrangements are in place to monitor and report on our progress against our objectives; and
- Ensuring that we engage effectively with our learners, staff, parents and local communities in planning, delivering and monitoring the objectives

Race

Black and ethnic minority people experience discrimination on the basis of colour, race, nationality and ethnic origin. This discrimination manifests itself in all areas of life. Racial harassment and violence is one of the most serious consequences of racism, damaging people emotionally and physically and limiting life choices and opportunities.

We are committed to working for the equality of all ethnic groups and will take all necessary measures to prevent and tackle racial harassment and assist our learners to live in freedom from harassment and to feel safe as they enjoy and achieve throughout their time at our school.

The Governing Body understands its accountability and under the duties of the Equality Act will -

Tackle unlawful discrimination by:

- Keeping accurate records of all ethnic groups, their backgrounds and needs and how we respond to them;
- Dealing with complaints of discrimination and harassment speedily according to local authority guidance *Challenging and Dealing with Racist Incidents in Schools* and notify complainants of the outcomes and action taken; and
- Encouraging dialogue between different racial groups

Advance equality by:

- Expanding access and achievement across all communities and in all areas of school activity;
- Promoting the active participation of minority communities in shaping the future of our school;
- Consulting with ethnic minority learners, their families and staff on issues affecting them rather than with people acting on their behalf.
- Ensuring the school staff, learners and their families as well as the wider community fully understand the principles of race equality and good race relations.

Foster good relations and cohesion by:

- Promoting activities that celebrate our common experience as well as those that recognise diversity
- Encouraging learners and their families of all ethnic groups to participate fully in all aspects of school life;
- Fostering understanding and respect for the cultures and faiths of all our learners and their families;
- Countering myths and misinformation that may undermine good community relations.

Currently the school routinely gathers ethnicity and language information at the point of admission to the school. The data is maintained within the schools SIMS management system. However, a number of parents exercise their right to decline to volunteer such information. Consequently our records are incomplete.

The school's new system for tracking pupil progress identifies the attainment and progress of identified ethnicity groups. This is reinforced by the data and analyses made available to the school by Ofsted through RAISEonline. Targets for all pupils are based on known prior performance and are in line with or above the national expectations for all pupils.

All pupils, irrespective of background or heritage are regularly engaged in the establishment of their day-to-day learning targets. All pupils are treated fairly in every aspect of their learning in line with the school's over-arching equality policy.

Objective: Do all that is possible to ensure that pupils from each identified ethnic group achieve progress in line with or above the respective national averages for those groups.

Disability

We recognise that people with disabilities experience discrimination across all areas of life. We welcome the requirements of the Equality Act and set out our commitment to meeting the duties in relation to disability. Our aim is to advance disability equality across all areas of the school, to disabled pupils, staff, parents, carers and other school users.

We are committed to working for the equality of people with and without disabilities. The Governing Body understands its accountability. Under the duties of the Equality Act we will -

Tackle unlawful discrimination against people with disabilities by:

- Challenging patronising or discriminating attitudes;
- Making the environment as safe as possible and challenging antisocial or bullying behaviour against, or harassment of, disabled learners, staff and families.
- Monitoring and eliminating discrimination and disability related harassment
- Improving the environment of the school to increase the extent to which disabled learners can take advantage of education and associated services

Advance equality for people with disabilities by:

- Removing barriers to accessibility, particularly in relation to education, employment and access to services, information and buildings;
- Increasing the extent to which disabled learners can participate in the school curriculum
- Providing where possible, support, assistance and care to disabled learners to enable them to lead independent lives;
- Supporting disabled learners, staff and carers according to their individual need
- Taking steps to meet people's needs related to their disability, even if this requires more favourable treatment
- Involving disabled learners, their families and disabled staff in the changes and improvements we make and consulting them on issues affecting them, rather than with people acting on their behalf.
- Monitoring staff and learners by disability.

Foster good relations and cohesion by:

- Promoting equality of opportunity between people with disabilities and other people.
- Promoting positive attitudes towards people with disabilities
- Increasing the inclusion of positive images of people with disabilities across the curriculum
- Encouraging participation of people with disabilities in school life.

Information about pupils' disabilities is collated from medical and other records at the point of admission or at the time of official recognition of the onset. SEN information is collected from assessment and other records. The information in both respects is stored securely within the SIMS management system and the records maintained securely by the school's inclusion manager. The IEP progress of pupils with SEN is monitored termly in partnership with the children and their parents. External professional advice is commissioned and acted on; providing important information for the provision map. Each term the SEN panel reviews the progress of those pupils who have been referred for external support

The school's Accessibility Plan (a separate document) identifies the actions that have been taken and those that still need to be taken to improve the physical layout of the building and to facilitate more effective access to the curriculum for disabled learners. Learning targets for all pupils, including those with disabilities, are set in line with or above the national expectations for their respective pupil characteristic groups. All reasonable steps are taken to ensure that any a disability is not a barrier to learning for any particular pupil.

Objective: Ensure effective and compliant disabled access between the EYFS/Year 1 area and the remainder of the school building.

Gender

We are committed to:

- Combating sex discrimination and sexism and promoting the equality of women and men. We recognise that society has stereotypes for both women and men, and both women and men can lose opportunities because of these stereotypes. We are aware that staff with caring and domestic responsibilities may need to work part-time or flexible working hours;
- Working in partnership with other agencies to eliminate sexual harassment, domestic violence and other hate crimes;
- Working for the equality of women and men. The Governing Body understands its accountability under the Equality Act.

We tackle unlawful discrimination by:

- Eliminating unlawful discrimination and harassment on the grounds of sex, including domestic violence, sexual violence, bullying and exploitation
- Challenging patronising or discriminating attitudes;
- Making the environment as safe as possible and challenging antisocial or bullying behaviour against, or harassment of girls, boys, women and men

We advance equality for girls, boys, women and men, in all our functions by:

- Monitoring learner outcomes and achievement by gender
- Monitoring staffing and pay by gender
- Having a Gender Equality Objective

We foster good relations and cohesion by:

- Promoting equality of opportunity between men and women
- Increasing the inclusion of positive, non-stereotypical images of women and men, girls and boys across the curriculum
- Encouraging the equal participation of boys and girls, women and men in all aspects of school life.

The recruitment of all employees is governed by strict adherence to equality legislation and the school's equality policy. All employees are paid on the agreed pay scales with absolute gender equality.

Within the school curriculum and activities all possible measures are taken to prevent any occurrence of gender stereotyping. If it arises, gender stereotyping will always be challenged.

Whole school pupil achievement targets are set to be within the top quartile of schools nationally. Within the context of this overarching target, pupil progress is now monitored to ensure that the separate progress of boys' and girls' cohorts, firstly are not lower than the national averages for the individual gender groups, and secondly that they each fall within the respective upper quartile.

Objectives:

Monitor pupil progress in all year groups and work to ensure that any attainment gap between boys and girls is minimised. Further, at the end of each Key Stage do all that is possible to ensure that the outcomes for boys and for girls is at least in line with the respective national averages and aspire for them to be within the top quartile nationally.

Continue to recruit the best candidate, regardless of gender, to any advertised post to ensure that all of the children receive the best possible teaching and learning experiences.

Religion and Belief

We recognise that the Equality Act 2010 requires us to assess the impacts of our policies, functions and procedures have on promoting equality for people based on their religion, belief and non-belief. We will take all necessary measures to prevent and tackle discrimination and assist our learners to live in freedom from harassment and to feel safe as they enjoy and achieve throughout their time at our school.

We are committed to working for the equality for people based on their religion, belief and non belief. The Governing Body understands its accountability under the Equality Act and we will give due regard to the need to -

Tackle unlawful discrimination by:

- Monitoring and eliminating unlawful discrimination and harassment on the grounds of religion or belief
- Making the environment as safe as possible and challenging antisocial or bullying behaviour on the grounds of religion, belief or non-belief

Advance equality in all our functions by:

- Removing any barriers which prevent children and adults of all religions, beliefs or non belief taking a full part in our school life.
- Assessing the impacts of our policies and procedures on promoting equality based on religion, belief and non belief.

Foster good relations and cohesion by:

- Encouraging the equal participation of people of all religions, beliefs and non belief in all aspects of school life.

Confidential information about religious beliefs is solicited from applicants for employment using the standard LA equality monitoring form.

Information about the religion of pupils' families is requested at the point of admission to the school and is monitored through the SIMS management system. Wokingham LA is the legal admissions authority for the school and allocates all pupils according to its published criteria.

Objective:

The families of pupils at The Hawthorns hold a range of religious beliefs which include Christianity, Islam, Sikhism, Buddhism, Hinduism and Judaism, whilst a substantial minority hold no religious belief. It is our intention to continue to maximise the learning outcomes for all of the pupils by including them to the fullest extent in every aspect of school life whilst recognising the nature and specific requirements of their particular faith.

Sexual Orientation and Gender Identity

We are committed to combating discrimination faced by any individual because of their sexual orientation or gender identity, seeking to ensure equality of opportunity for all people across services and employment.

We recognise that the Equality Act 2010 requires us to assess the impacts of our policies, functions and procedures have on advancing equality for people based on their sexual orientation. We will take all necessary measures to prevent and tackle discrimination and assist our learners to live in freedom from harassment and to feel safe as they enjoy and achieve throughout their time at our school.

We respect the rights of individuals to be open about their sexual orientation. We tackle homophobia, challenge stereotyping, both internally and within the community as a whole. The Governing Body understands its accountability under the Equality Act and we will give due regard to the need to -

Tackle unlawful discrimination by:

- Taking a pro-active approach to preventing all forms of homophobia within the school
- Challenging patronising or discriminating attitudes and homophobic language;
- Making the environment as safe as possible and challenging antisocial or bullying behaviour against, or harassment on the grounds of sexual orientation or gender identity
- Dealing with complaints of discrimination and harassment speedily and according to Local Authority Guidance and notify complainants of the outcome and actions taken.

Advance equality for all people, regardless of sexual orientation or gender identity, in all our functions by:

- Assessing the impacts of our policies, functions and procedures on promoting sexual orientation equality.

Foster good relations and cohesion by:

- Promoting equality of opportunity between men and women.
- Increasing the inclusion of positive, non-stereotypical images.

In adhering to the Wokingham LA equal opportunities monitoring system the standard LA pro-forma is issued to all applicants for employment. This requests confidential information about gender and marital status as well as cultural and ethnic origin. It does not solicit information about sexual orientation or gender identity. As local authority maintained community school we have no current plans to alter the format required by the LA.

Objective

As an employer and as a school The Hawthorns will continue to treat all people equally regardless of sexual orientation or gender identity. We will continue to respect the right of every individual to privacy where that is their choice and support in whatever ways possible and relevant those who seek to have their orientation or identity recognised.

Age

We are committed to promoting equality of opportunity for younger and older people. We recognise that society has negative attitudes, stereotypes and myths about youth, ageing, younger and older people. These attitudes and beliefs can lead to both younger and older people being socially and economically disadvantaged, excluded and marginalised. We believe that younger and older people have the right to equality of opportunity and that they make a significant and valuable contribution to the community at large.

Age equality means securing the equal participation in society of people of every age, securing a balance between equal citizenship, equality of opportunity, equality of outcome and respect for difference. We will -

Tackle unlawful discrimination by:

- Challenging patronising or discriminating attitudes and language;
- Dealing with complaints of discrimination and harassment speedily and according to Local Authority Guidance and notify complainants of the outcome and actions taken.

Advance equality by:

- Assessing the impacts of our policies, functions and procedures on promoting age equality

Foster good relations and cohesion by:

- Increasing the inclusion of positive, non stereotypical images of people of all ages and the contributions they have made to different aspects of the curriculum.

All people within the Hawthorns community are treated and valued equally, irrespective of their age. Each person is treated solely on the basis of merit. It is accepted that at different ages people have different things to offer to the continued development of our educational community and therefore they are viewed and treated as being equally important.

In the delivery of the curriculum all teachers and support staff are required to avoid anything that could be construed as ageist. This is in accordance with the requirements of the school's agreed equal opportunities policy.

Since all people within the Hawthorns community are treated and valued equally irrespective of age it has been concluded that a specific additional objective is not necessary at this point in time.

Anti-bullying

Our school policies state clearly that all forms of bullying and discrimination are unacceptable and will not be tolerated. We recognise that a strong and well observed anti bullying policy will have a positive impact on the lives of children from all equality groups. We have therefore set out the measures that our school will take to address bullying and discriminatory incidents in our Anti-Bullying Policy.

We monitor and submit data regarding bullying and discriminatory incidents to the Local Authority as required and are assiduous in carrying out this duty. Whilst such incidents are few and infrequent they are always analysed to ensure that lessons can be learnt, procedures improved and further incidents prevented.

Employment Practices

At the Hawthorns we ensure that we observe the principles of equal opportunities in how we employ, develop and treat our employees. In doing so the Governing Body has adopted the Wokingham LA recruitment policy. Selection process are fair and accord with that policy; being open to scrutiny under the relevant sections of employment law.

There are transparent and agreed performance management systems for teachers, teaching assistants and administrators. The performance management of teachers follows the procedures laid down in statutory guidance. Pay is determined for teachers by national pay scales and the requirements of the School Teachers' Pay and Conditions Document 2011. Pay for all other employees is made in accordance with Wokingham Council pay scales. There are programmes for the training and development of all categories of employee as part of our expressed mission to maximise the educational opportunities for, and the learning outcomes of, all of the pupils. Staff grievance and disciplinary procedures are contained within the policies produced by Wokingham Council which have been adopted by the Governing Body.

Due Regard

Under the legislation we are required to pay *due regard* to equalities when planning and implementing policies, functions or procedures. We need to understand whether our policies and services are meeting everyone's needs and that anyone who needs to can get access to them.

The impact of the school's policies is monitored by the governors in their regular review of those policies and it is intended that this will continue in line with their review schedule.

Equality within the curriculum is monitored by the Deputy Headteacher in her role as the Curriculum Manager. The governors are able to quality assure equality of planned provision through their monitoring and review of the School development Plan which is produced on an annual basis.

The safeguarding and well being of pupils is monitored and assured through the rigorous implementation of the Child Protection (safeguarding) and Anti-bullying policies.

Equality and fairness in respect of pupil admissions and transfers is ensured by Wokingham Council who administer those processes centrally.

Consultation

A consultation process has been established for the annual review of the school's equality objectives and the determination of objectives for each following year. That process, separately and where appropriate collectively, will involve:

Employees

Parents – through the PTA

Governors

Pupils – through the School Council

Local community

Appropriate steps will be taken each year to ensure that all interested people from within the school community and its neighbourhood can be involved in the consultation process. Moreover all reasonable steps will be taken to remove any barriers that may hinder the engagement of any individual or group; whether those barriers are related to disability, gender, faith or ethnicity. Due

consideration will always be given to the appropriateness in the selection of timings and venues. Whenever it is deemed necessary, relevant expert advice will be commissioned.

The focus of the consultation will be on equality and the consultation process will give adequate attention to the needs of equality groups. Questions will be asked in such a way as to bring out any potential differences in views between different equality target groups.

Governors will take into account the preferred means of communication for those whom they are consulting. They will ensure that it involves a range of people with disabilities and hear a range of views.

Equality Objectives Summary

This section summarises the objectives we have identified in order to eliminate discrimination and harassment and advance equality in relation to gender, race, disability, religion or belief, sexual orientation, gender reassignment, pregnancy or maternity. As part of our review of the School's Equality Objectives progress made in respect of each of the agreed objectives will be published on an annual basis.

- 1. Race - Do all that is possible to ensure that pupils from each identified ethnic group achieve progress in line with or above the respective national averages for those groups.*
- 2. Disability - Ensure effective and compliant disabled access between the EYFS/Year 1 area and the remainder of the school building.*
- 3. Gender - Monitor pupil progress in all year groups and work to ensure that any attainment gap between boys and girls is minimised. Further, at the end of each Key Stage do all that is possible to ensure that the outcomes for boys and for girls is at least in line with the respective national averages and aspire for them to be within the top quartile nationally.*
- 4. Gender - Continue to recruit the best candidate, regardless of gender, to any advertised post to ensure that all of the children receive the best possible teaching and learning experiences.*
- 5. Religion and belief - The families of pupils at The Hawthorns hold a range of religious beliefs which include Christianity, Islam, Sikhism, Buddhism and Judaism. It is our intention to continue to maximise the learning outcomes for all of the pupils by including them to the fullest extent in every aspect of school life whilst recognising the nature and specific requirements of their particular faith.*
- 6. Sexual orientation and gender identity - As an employer and as a school The Hawthorns will continue to treat all people equally regardless of sexual orientation or gender identity. We will continue to respect the right of every individual to privacy where that is their choice and support in whatever ways possible and relevant those who seek to have their orientation or identity recognised.*

Roles and responsibilities

The governing body accepts their responsibility to promote equality and eliminate discrimination and harassment, as outlined in the objectives. They ensure that the school meets the requirements of the equality act by requiring all employees and volunteers to act in accordance with their approved Equal Opportunities Policy and by monitoring the delivery of their Equal Opportunities Action Plan. The governors will always pay due regard to equality issues when making decisions by adhering to their guiding principal that “no-one should receive less favourable treatment on the grounds of: race, disability, physical ability, age, income, religion/belief, ethnic or national origin, marital status, gender, sexuality or trade union membership” (Equal Opportunities Policy, page 1).

The headteacher and chair of governors will monitor, on a termly basis, the delivery of the school’s Equality Objectives. Progress will be reported to the governing body at least once during each academic year; with a report of that progress being published on the school’s website and elsewhere as required by the relevant legislation. The governing body will task the headteacher with the responsibility ensuring that employees understand the importance of the objectives and facilitating appropriate training and professional development.

Contracting and Procurement

The procurement of goods and services for the school will be conducted in accordance with the school’s agreed equal opportunities policy and the equality objectives identified above. The school business manager will be required to monitor the commitment of contractors to the implementation of equal opportunities standards within employment and service delivery.

Action Plan

Objective 1 - Do all that is possible to ensure that pupils from each identified ethnic group achieve progress in line with or above the respective national averages for those groups.

- Action – Monitor pupil progress data each term in relation to ethnicity on a termly basis statistically evaluating relative progress in relation to the school average and where available the respective national averages. The main data analyses will be derived from Target Tracker for all year groups and from RAISEonline for Year 2 and Year 6.
- Lead Person(s) – Headteacher/Deputy Headteacher
- Resources – Management time and annual Target Tracker fee (approximately £500)
- Timescale – Termly, with an annual review in July.
- Success Criteria – Consistently close correlation between the progress of ethnic inority sub-group and their respective age-related cohort.

Objective 2 - Ensure effective and compliant disabled access between the EYFS/Year 1 area and the remainder of the school building.

- Action – Undertake a feasibility study to evaluate how the split-level issue can be addressed without having to use external ramps. If determined to be possible allocate resources and arrange for implementation
- Lead Person(s) – Headteacher/Site-Supervisor
- Resources - Unquantified
- Timescale – September 2014
- Success Criteria – Disabled access to all area of the school building.

Objective 3 - Monitor pupil progress in all year groups and work to ensure that any attainment gap between boys and girls is minimised. Further, at the end of each Key Stage do all that is possible to ensure that the outcomes for boys and for girls is at least in line with the respective national averages and aspire for them to be within the top quartile nationally.

- Action - interrogate the pupil progress tracking data on a termly basis, comparing the attainment and progress of boys in comparison to girls in reading, writing and mathematics. Develop, as necessary, intervention programmes or alternative approaches to curriculum delivery to narrow any attainment gap that is identified as existing between the boys and girls within any year-group.
- Lead Person(s) – Headteacher/Deputy Headteacher
- Resources – Leadership time and data system costs.
- Timescale – Termly and on-going
- Success Criteria – Evidence of narrowed and/or eradicated gaps.

Objective 4 - Continue to recruit the best candidate, regardless of gender, to any advertised post to ensure that all of the children receive the best possible teaching and learning experiences.

- Action - Scrutinise the recruitment process for each new appointment to ensure that all equality criteria are adhered to.
- Lead Person(s) – Headteacher/School Business Manager
- Resources – Management time
- Timescale - Ongoing
- Success Criteria – Absolute equality in the recruitment of the best available candidate for each post.

Objective 5 - The families of pupils at The Hawthorns hold a range of religious beliefs which include Christianity, Islam, Sikhism, Buddhism and Judaism. It is our intention to continue to maximise the learning outcomes for all of the pupils by including them to the fullest extent in every aspect of school life whilst recognising the nature and the specific requirements of their particular faith.

- Action – ensure that the religious beliefs of the families of all pupils are given due consideration in the development and delivery of the curriculum as well as in the organisation of any extended school activities.
- Lead Person – Headteacher/Deputy Headteacher
- Resources - Unquantified
- Timescale - Annual
- Success Criteria – Confidence within each faith group that the school provides the equality entitlement to each of their children.

Objective 6 - As an employer and as a school The Hawthorns will continue to treat all people equally regardless of sexual orientation or gender identity. We will continue to respect the right of every individual to privacy where that is their choice and support in whatever ways possible and relevant those who seek to have their orientation or identity recognised.

- Action - Respect the privacy of each individual and provide support whenever it is needed.
- Lead Person(s) – Headteacher/School Business Manager
- Resources - Unquantified
- Timescale – On-going
- Success Criteria – Acceptance by all that their lifestyle is respected without discrimination.

Reporting and reviewing the objectives

In line with the requirements of the Public Sector Equality Duty we will produce a report on our progress every year and review and revise the Schools Equality Objectives every four years.

The headteacher and chair of governors will be responsible for monitoring progress toward the achievement of the school's equality objectives. They will provide a written review to a meeting of the full governing body at the first meeting in the spring term. Following that the annual report will be produced and agreed by the governors at their second meeting of the spring term. It will be published on the school website on or before 5 April unless it is delayed by extenuating circumstances. It will be made available in a printed format, on request. It will be translated into such other languages that may be requested and which the local authority can facilitate.

Publication

The School's Equality Objectives are published and are available to all on our website. Printed copies will be made available, free of charge, on request. To facilitate wider engagement any request for the translation of the document into a specific language will be brokered through the local authority.

Complaints

If a member of the public feels that they have suffered harassment or been treated unfairly by the school because of their sex, colour, race, nationality, ethnic group, regional or national origin, age, marital status, disability, political or religious belief, sexual orientation or class, they should report this without fail through the School's complaints procedure.

Complaints by staff will be dealt with under our Grievance or Dignity at Work Policies, as appropriate.

We take all external and internal complaints seriously and will not tolerate any form of discriminatory behaviour. Complaints about staff will be investigated using the appropriate Local Authority procedures.

Monitoring complaints is also another way of gathering information to see whether we are meeting our equality duties. We will report on complaints annually and on action taken.

Date agreed: October 2016

Date for review: October 2020