



EQUALITY AND DIVERSITY POLICY

REVIEWED BY TLC

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- At Hadfield Infant School we welcome our duties under the Equality Act 2010 which has three broad aims. In legal terms these are to do with eliminating discrimination, advancing equality of opportunity and fostering good relationships.
- Our school is committed to equality. Therefore we welcome the emphasis in the Ofsted framework on the importance of narrowing the gap in achievement which affect.

- Pupils from certain cultural and ethnic background
- Pupils who belong to low income families
- Pupils who have special educational needs
- Boys in some subjects and girls in certain other subjects

The bringing together of the Equality Act and narrowing the social and economic gaps is a feature of the Ofsted framework and inspections are primarily about how individual pupils benefit from their school.

- Hadfield Infant School aims to promote pupils' spiritual, moral, social and cultural development, with special emphasis on promoting equality, and diversity and eradicating prejudicial incidents for pupils and staff. Our school is committed to not only eliminating discrimination, but also increasing understanding and appreciation of diversity.
- We welcome our duty under the Education and Inspection Act 2006 to promote community cohesion and our duty under the Equality Act 2010 to foster good relationships between people of different backgrounds.
- We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.
- We recognise that some pupils need extra support to help them to achieve and be successful
- We recognise that people have different needs and we understand that treating people equally does not always involve treating all of them exactly the same.
- The Governing Body recognises their duty to have due regard to equality considerations whenever significant decisions or policies are being developed. They receive appropriate training. Their specific duties are to publish information to demonstrate how they are complying with Public Sector Equality Duty PSED and to prepare and publish equality objectives.
- Protected Characteristics.
The Equality Act offers protection to people with protected characteristics: Age, Disability, Gender Reassignment, Marriage and Civil Partnerships, Race, Religion and Belief, Sex, Sexual Orientation.

General Principles

Principle 1: All members of our school community are of equal value.

Application

We see all learners and potential learners, their parents and carers, as well as staff, are of equal value.

- whether or not they are disabled
- whatever their age
- whatever their race, colour, nationality, ethnicity, culture, national origin or national status
- whatever their gender and gender identity
- whatever their religious or non-religious affiliation or faith background
- whatever their sexual identity
- if they are pregnant or on maternity
- whatever their marital or civil partner status

All staff members are obliged to act in accordance with the school's various policies relating to equality.

We will guarantee that no redundancy is the result of direct or indirect prejudice. All disciplinary procedures are non-prejudicial, whether they result in warnings, dismissal, or any other disciplinary action.

Principle 2: We recognise and respect difference

Application

Treating people equally does not necessarily involve treating them all the same, our policies and procedures must take into account the kinds of barriers and disadvantage which people may face in relation to:

- disability, so that reasonable adjustments are made
- ethnicity, so that different cultural backgrounds and experiences of prejudice are recognised
- gender, so that the different needs and experiences of girls and boys, and men and women are recognised.
- religion, belief or faith background
- sexual identity

At Hadfield Infant School, our pupils are taught to be:

- understanding of others
- celebratory of cultural diversity
- inclusive

Principle 3: We foster positive attitudes and relationships and promote a shared sense of cohesion and belonging.

Application

- showing positive attitudes towards disabled people and good relations between disabled and non-disabled people
- showing positive interaction and good relations between groups and communities different from each other in terms of ethnicity, culture, religious affiliation, national origin or national status
- showing respect for and good relations between boys and girls and women and men.

The school's employees will not:

- Discriminate against any member of the school.
- Treat other members of the school unfairly.

The school's employees will:

- Promote diversity and equality
- Encourage and adopt an inclusive attitude
- Lead by example

Principle 4: We observe good equalities practice in staff recruitment, retention and development.

Application

We ensure that policies and procedures should benefit all employees

- whatever their age
- whether or not they are disabled
- whatever their ethnicity, culture, religion, national origin or national status
- whatever their gender, sexual identity and with full respect for legal rights relating to pregnancy and maternity.

Principle 5: We aim to reduce and remove inequality and barriers that already exist

Application

- towards disabled and non-disabled people
- towards people of difference ethnic, cultural and religious backgrounds
- towards girls and boys, men and women, regardless of sexual orientation

Principle 6: We consult and involve widely

Application

We engage with a range of groups and individuals to ensure that those who are affected by a policy are consulted. We try to make sure that people from different groups are consulted and involved in our decisions

- parents and carers
- talking to pupils and our school council
- disabled and non-disabled people
- people of difference ethnic, cultural and religious backgrounds
- girls and boys, men and women, regardless of sexual orientation

Principle 7: Society as a whole should benefit

Application

We intend that our policies should benefit society as a whole by fostering greater social cohesion of:

- disabled and non-disabled people
- people of difference ethnic, cultural and religious backgrounds
- girls and boy, men and women, regardless of sexual orientation

Principle 8: We base our practice on sound evidence

Application

We gather information from a variety of sources

- Our school, local authority and national data
- Surveys, questionnaires and interviews
- Focused meetings
- Published documents
- Training courses
- Knowledge of our local community.

Principle 9: Each year we formulate and publish specific and measurable objectives.

Application

We base these on the published information about our school population

- to show how we have due regard for equality.
- to show how we plan to tackle particular inequalities by reducing or removing them.
- Although improvements in provision are crucially important our equality objectives are expected to be outcome focused.
- They will be based on evidence and are likely to be about closing and narrowing gaps or fostering good relations.

The Curriculum

We keep each curriculum subject or area under review in order to ensure that teaching and learning reflect the 9 principles set out above. We are committed to having a fair and balanced curriculum. We believe that our pupils should be exposed to ideas and concepts that may challenge their understanding to help ensure that pupils become more accepting and inclusive of others. Challenging and controversial concepts will be delivered in a way that prevents discrimination, and instead promotes inclusive attitudes.

Ethos and organisation

We ensure that the 9 principles above apply to the full range of our policies and practices, including those that are concerned with:

- pupils' progress, attainment and achievement
- pupils' personal development, welfare and well-being
- teaching styles and strategies
- admissions and attendance
- staff recruitment, retention and professional development
- staff well-being, including care, guidance and support
- behaviour, discipline and exclusions
- working in partnership with parents, carers and guardians
- working with the wider community

Addressing prejudice and prejudice related bullying

The school is opposed to all forms of prejudice which stand in the way of fulfilling the legal duties:

- prejudice around disability and special educational needs
- prejudice around racism and xenophobia, including that which is directed towards religious groups and communities, and that which is directed against travellers, migrants, refugees and people seeking asylum
- prejudice reflecting sexism and homophobia

Hadfield Infants does not tolerate any form of prejudice-related incident. Whether direct or indirect, we treat discrimination against all members of our school with the utmost severity. When an incident is reported, through a thorough reporting procedure, our school is devoted to ensuring appropriate action is taken and a resolution is put into place which is both fair and firm.

There is guidance in the Anti- Bullying and Child Protection Policies on how prejudice-related incidents should be identified, assessed, recorded and dealt with. We take seriously our obligation to report regularly to the local authority on the numbers, types and seriousness of prejudice related incidents at our school and how they were dealt with.

Roles and responsibilities

The governing body is responsible for ensuring that the school complies with legislation and that this policy and its related procedures and strategies are implemented.

Members of the governing body have a watching brief regarding the implementation of this policy.

The Headteacher is responsible for implementing the policy; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support and for taking appropriate action in any cases of unlawful discrimination.

All staff are expected to:

- promote an inclusive and collaborative ethos in their classroom
- deal with any prejudice-related incidents that may occur
- identify and challenge bias and stereotyping in the curriculum
- support students in their class for whom English is an additional language
- keep up-to-date with equalities legislation relevant to their work.

Information and resources

We ensure that the content of this policy is known to all staff and governors and, as appropriate, to all pupils and their parents and carers. All staff and governors have access to a selection of resources which discuss and explain concepts of equality, diversity and community cohesion.

Religious observance

We respect the religious beliefs and practice of all staff, pupils and parents, and comply with reasonable requests relating to religious observance and practice. We will also respect the right of parents to withdraw their children from classes which pose conflicts to their own beliefs

Staff development and training

We will ensure that all staff receive appropriate training and opportunities for professional development

Tasks and Challenges

Hadfield Infant School recognises the following tasks and challenges we face as a pure Infant school

1. Equality of outcome

Planning and implementing programmes which will close the gaps in achievement between relevant groups and increase the participation of under-represented groups in our children's subsequent education.

2. Equality of participation

Planning and implementing programmes which will close the gaps in participation and involvement eg increasing girls participation in Science and the participation of boys in literacy-based subjects.

3. Equality of belonging

Enabling all pupils to feel that they belong to their school, are known and respected and have a stake in the school's well-being and flourishing.

4. Curriculum Coverage

Including equality and diversity issues and the positive images of under-represented groups in curriculum materials, modules and topics wherever possible and appropriate

5. Understanding of law and concept

Ensuring all members of our school community understand the requirements of legislation and also the essential concepts of, for example, the social model of disability.

6. Involvement and consultation

Ensuring that members of under-represented groups are involved in the design and implementation of measures and projects intended to be of benefit to them- "Nothing about us ,without us"-and are listening to their views and voices.

7. The public life of the school

Involving pupils with a wide range of backgrounds and characteristics in the public life of the school.

8. Whole school approaches

Ensuring the SLTs and Governing Body give a strong and explicit lead, both in written documents and all types of oral communications and their presence at and participation in significant events.

9. Evidence and information

Collecting and using a range of quantitative and qualitative evidence and maintaining a robust information base to show the extent and progress towards greater equality

10. Objectives and Action Plans

Creating and regularly reviewing plans for creating greater equality and reporting on progress to the Governing Body

Breaches of policy

Breaches of policy will be dealt with in the same ways that breaches of other school policies are dealt with, as determined by the Headteacher and Governing Body.