

# BLACK HORSE HILL INFANT SCHOOL



## EQUALITY AND DIVERSITY POLICY

17<sup>th</sup> October 2024

Approved by Committee \_\_\_\_\_

28<sup>th</sup> November 2024

Approved by Full Governing Body \_\_\_\_\_

J Merrin

Signed \_\_\_\_\_ (Vice-Chair)

J Morris

Signed \_\_\_\_\_ (Headteacher)

# Learning for Life



## School Vision

Together, our schools will: -

Nurture and empower our children to become creative, compassionate and confident citizens, in a diverse and ever-changing world.

## School Aims

Our school community will: -

- Have high expectations for all
- Inspire a passion for learning
- Provide an enjoyable, ambitious, coherent curriculum
- Develop positive relationships through collaboration
- Create a safe and happy environment

## School Values

All our children, staff and parents will share the same core principles of: -

- Respect
- Honesty
- Kindness
- Excellence
- Resilience
- Friendship
- Courtesy



## **Black Horse Hill Infant School Equality and Diversity Policy**

### **1. CORE PRINCIPLE**

We value the individuality of all of our children, staff, parents and carers and are committed to giving them all every opportunity to achieve the highest of standards.

In accordance with the Equality Act 2010, we believe that no one should be discriminated against and ensure that the nine protected characteristics outlined in the act are adhered to.

These characteristics are:

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

At Black Horse Hill Infant School, we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of the nine characteristics listed above. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life.

The achievement of pupils will be monitored by race, gender and disability and we will use this data to support pupils, raise standards and ensure inclusive teaching. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all. At Black Horse Hill Infant School, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

### **2. EQUALITY - POLICY AND PRACTICE**

As well as the specific actions set out beneath this policy, the school operates equality of opportunity in its day to day practice in the following ways.

#### **Teaching and learning**

We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, we will:

- Use contextual data to improve the ways in which we provide support to individuals and groups of pupils;
- Monitor achievement data by ethnicity, gender and disability and action any gaps;
- Take account of the achievement of all pupils when planning for future learning and setting challenging targets;
- Ensure equality of access for all pupils and prepare them for life in a diverse society;
- Use materials that reflect the diversity of the school, population and local community in terms of race, gender and disability, without stereotyping;
- Promote attitudes and values that will challenge racist and other discriminatory behaviour or prejudice;
- Provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures;
- Seek to involve all parents in supporting their child's education;
- Encourage classroom and staffroom discussion of equality issues which reflect on social stereotypes, expectations and the impact on learning;
- Include teaching and classroom-based approaches appropriate for the whole school population, which are inclusive and reflective of our pupils.

### **Admissions and exclusions**

Our admissions arrangements are fair and transparent, and do not discriminate on race, gender, disability or socio-economic factors.

Exclusions will always be based on the school's Behaviour and Anti-Bullying policies. We will closely monitor exclusions to avoid any potential adverse impact and ensure any discrepancies are identified and dealt with.

### **3. EQUAL OPPORTUNITIES FOR STAFF**

This section deals with aspects of equal opportunities relating to staff at Black Horse Hill Infant School.

We are committed to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing and employment.

All staff appointments and promotions are made on the basis of merit and ability and in compliance with the law. However, we are concerned to ensure, wherever possible, that the staffing of the school reflects the diversity of our community.

#### **Employer duties**

As an employer we need to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce.

Equality aspects such as age, gender, race, disability, sexual orientation, gender re-assignment and faith or religion are considered when appointing staff and particularly when allocating Teaching and Learning Responsibilities (TLR) or re-evaluating staff structures, to ensure decisions are free from discrimination.

Actions to ensure this commitment is met include:

- Monitoring recruitment and retention including bullying and harassment of staff;
- Continued professional development opportunities for all staff;
- Senior Leadership Team support to ensure equality of opportunity for all.

#### **4. EQUALITY AND THE LAW**

There are a number of statutory duties that must be met by every school in line with legislation from the Race Relations (Amendment) Act (2000), Disability Equality Duty (2005) and Equality Act (2010).

The action plan at the end of this Equality Policy outlines the actions Black Horse Hill Infant School will take to meet the general duties detailed below.

##### **a. Race Equality**

This policy reflects the general and specific duties of schools as detailed in The Race Relations Act 1976 and as amended by The Race Relations (Amendment) Act 2000.

The General Race Equality Duty requires us to have due regard to the need to:

- Eliminate racial discrimination;
- Promote equality of opportunity;
- Promote good relations between people of different racial groups.

Under our specific duty we will:

- Prepare an Equality Policy which includes our written policy for race equality;
- Monitor the impact our policies have on pupils, staff and parents towards raising the achievement of minority ethnic groups.
- Review and revise this policy every year.

In our school we will:

- strive to eliminate all forms of racism and racial discrimination.
- promote equality of opportunity.
- promote good relations between people of different racial and ethnic groups.

We believe it is the right of all pupils to receive the best education the school can provide, with access to all educational activities organised by the school. We do not tolerate any forms of racism or racist behaviour. Should a racist incident occur, we will deal with it in accordance with school procedures (see our Behaviour and Anti-Bullying policies).

We endeavour to make our school welcoming to all. We actively promote the British value, 'Mutual respect and tolerance of those with different faiths and beliefs' through whole school celebrations of a wide range of religious festivals throughout the year. So, for example, in the curriculum topic on religious festivals, the children learn the importance of Diwali to Hindus and Sikhs. Similarly, during the Islam festival of Ramadan, all children will learn about the festival in a whole school assembly as although our Muslim children tend not to fast during Ramadan due to their age, we respect and celebrate the fact that their older siblings and parents will be fasting. Although the school does not have a room specifically designated as a prayer room, a room is available should a request be made by a child or parent. Our curriculum teaches children that there are many different religions and beliefs in our school community.

Through our RE curriculum we develop in our children an understanding of diverse cultures and our children have a zero tolerance towards prejudice of any kind. Our respect for other cultures is reflected in children's work and displays of pupils' work shown around the school.

## **b. Disability**

This section should be read in conjunction with the school's Special Educational Needs Policy and Accessibility Plan.

### **Definition of disability**

The Disability Discrimination Act 2005 (DDA) defines a disabled person as someone who has 'a physical or mental impairment which has a substantial or long-term adverse effect on his or her ability to carry out normal day-to-day activities'.

The DDA 2005 has also extended the definition of disability as follows:

- People with HIV, multiple sclerosis and cancer (although not all cancers) are deemed disabled before they experience the long-term and substantial adverse effect on their activities;
- Section 18 has been amended so that individuals with a mental illness no longer have to demonstrate that it is "clinically well-recognised", although the person must still demonstrate a long-term and substantial adverse impact on his/her ability to carry out normal day-to-day activities.

### **Legal duties**

The Disability Discrimination Act (DDA) 2005 placed a general duty on schools, requiring them to have due regard for the following when carrying out and delivering services:

- Promoting equality of opportunity between disabled people and other people;
- Eliminating discrimination and harassment of disabled people that is related to their disability;
- Promoting positive attitudes towards disabled people;
- Encouraging participation in public life by disabled people;
- Taking steps to meet disabled people's needs, even if this requires more favourable treatment.

Under our specific duty we will:

- Prepare and publish an Equality Policy which covers the requirements for a Disability Equality Scheme identifying our disability equality goals and actions to meet them;
- Review and revise this policy every year.

At Black Horse Hill Infant School we are committed to providing an environment that allows disabled children full access to all areas of learning. Teachers modify teaching and learning as appropriate for children with disabilities. For example, they may give additional time to complete certain activities, or modify teaching materials, or offer alternative activities where children are unable to manipulate tools or equipment.

## **c. Gender Equality**

The Gender Equality Duty 2006 places a general and specific duty on schools to eliminate unlawful discrimination and harassment on the grounds of gender and to promote equality of opportunity between female and male pupils and between women and men and transgender people.

Under our general duty we will actively seek to:

- Eliminate unlawful discrimination and harassment on grounds of sex and gender reassignment;
- Promote equality between men and women.

Under our specific duty we will:

- Prepare and publish an Equality Policy which covers the requirements for a Gender Equality Scheme identifying our gender equality goals and actions to meet them;
- Review and revise this policy every year.

We are committed to all individuals and groups of pupils making the best progress possible in our school.

We plan our curriculum to ensure activities and content meet the needs of all children, regardless of their gender, in line with our mission statement; for **all** children to achieve their potential in an environment of care, courtesy and consideration. In order to do this we:

- i. Ensure that the resources we use do not favour a particular gender and, where possible, challenge gender stereotypes;
- ii. Display work and reward children based on the efforts of the children;
- iii. Plan a themed curriculum which appeals to a wide range of interests and, where opportunities arise, challenge gender stereotypes;
- iv. Adopt a range of teaching strategies which appeal to all learning styles;
- v. Provide a wide range of reading books which appeal to both genders and which do not promote gender stereotypes;
- vi. Teach in a fully inclusive way, seating the children in mixed gender groups and ensuring all children contribute to class discussions and tasks.

#### **d. Sexual Orientation**

The Equality Act 2010 made provision for regulations to be introduced to extend protection against discrimination on grounds of sexual orientation.

The Equality Act (Sexual Orientation) Regulations 2007 came into force on 30 April 2007 and they make discrimination unlawful in the area of goods, facilities and services on grounds of sexual orientation. For schools this means admissions, benefits and services for pupils and treatment of pupils.

#### **e. Community cohesion**

The Education and Inspections Act 2006 inserted a new section 21(5) to the Education Act 2002, introducing a duty on the governing bodies of state schools to promote community cohesion. Community cohesion encompasses promoting good relations between pupils from different races, faiths / beliefs and socio-economic backgrounds. The duty came into force on 1 September 2007.

### **5. CONSULTATION AND INVOLVEMENT**

It is a requirement that the development of this policy and the actions within it have been informed by the input of staff, pupils and parents and carers. We have achieved this by using the following to shape the policy:

- Ofsted report February 2024
- Feedback from parent questionnaires, Parents' Evenings, parent governors.
- Input from staff through surveys, staff meetings / INSET;

- Feedback from the School Council, PSHE lessons, whole school surveys on children's attitudes to self and school;
- Issues raised in annual reviews or reviews of progress on Individual Education Plans, mentoring and support;
- Feedback at Governing Body meetings.

## **6. ROLES AND RESPONSIBILITIES**

### **The role of governors**

- The governing body will understand their duties under the Equality Act 2010 so that they can challenge leaders about the work of the school.
- The Governing Body has set out its commitment to equal opportunities in this policy and it will continue to do all it can to ensure that the school is fully inclusive to pupils and responsive to their needs based on race, gender and disability.
- The Governing Body seeks to ensure that people applying for jobs at Black Horse Hill Infant School are not discriminated against and that the nine protected characteristics outlined in the Equality Act 2010 are adhered to.
- The governors take all reasonable steps to ensure that the school environment gives access to people with disabilities and strive to make school communications as inclusive as possible for parents, carers and pupils.
- The governors welcome all applications to join the school, whatever a child's socio-economic background, race, gender or disability.
- The governing body ensures that no child is discriminated against whilst in our school on account of their race, gender, disability or sexual orientation. All children have access to the full curriculum and regulations regarding school uniform are applied equally to boys and girls. If a child's religion has a bearing on school uniform then the school will deal with each case sensitively and with respect for the child's cultural traditions.

### **The role of the headteacher (or senior leader responsible for Equalities)**

- It is the headteacher's role to implement the school's Equality Policy and she is supported by the governing body in doing so.
- It is the headteacher's role to ensure that all staff are aware of the Equality Policy, and that teachers apply these guidelines fairly in all situations.
- The headteacher ensures that all appointments panels give due regard to this policy, so that no-one is discriminated against when it comes to employment or training opportunities.
- The headteacher promotes the principle of equal opportunity when developing the curriculum, and promotes respect for other people and equal opportunities to participate in all aspects of school life.
- The headteacher treats all incidents of unfair treatment and any incidents of bullying or discrimination, including racist incidents, with due seriousness.

### **The role of all staff: teaching and non-teaching**

- It is the responsibility of all staff to ensure that all pupils are treated fairly, equally and with respect, and will maintain awareness of the school's Equality Policy.
- All staff will strive to provide material that gives positive images based on race, gender and disability, and challenges stereotypical images. For example, history topics include examples of the significant contributions women have made in this country's history; in geography topics teachers will counter stereotypical images of Africa and Asia and will show the true diversity of development in different parts of the world.



- All staff will challenge any incidents of prejudice, racism or homophobia and will record any serious incidents, drawing them to the attention of the headteacher.
- Teachers support the work of support staff and encourage them to intervene in a positive way against any discriminatory incidents.

## **7. TACKLING DISCRIMINATION**

Harassment on account of race, gender, disability or sexual orientation is unacceptable and is not tolerated within the school environment.

All staff are expected to deal with any discriminatory incidents that may occur. They are expected to know how to identify and challenge prejudice and stereotyping and to support the full range of diverse needs according to a pupil's individual circumstances.

Racist and homophobic incidents and other incidents of harassment or bullying are dealt with by the member of staff present, escalating to a class teacher, Deputy Headteacher and Headteacher as necessary. All incidents are reported to the headteacher and any incidents are reported to the Governing Body on a termly basis.

### **What is a discriminatory incident?**

Harassment on grounds of race, gender, disability, sexual orientation or other factors such as socio-economic status, can take many forms including verbal or physical abuse, name calling, exclusion from groups and games, unwanted looks or comments, jokes and graffiti.

A racist incident is defined by the Stephen Lawrence Inquiry Report (1999) as:

*'any incident which is perceived to be racist by the victim or any other person'.*

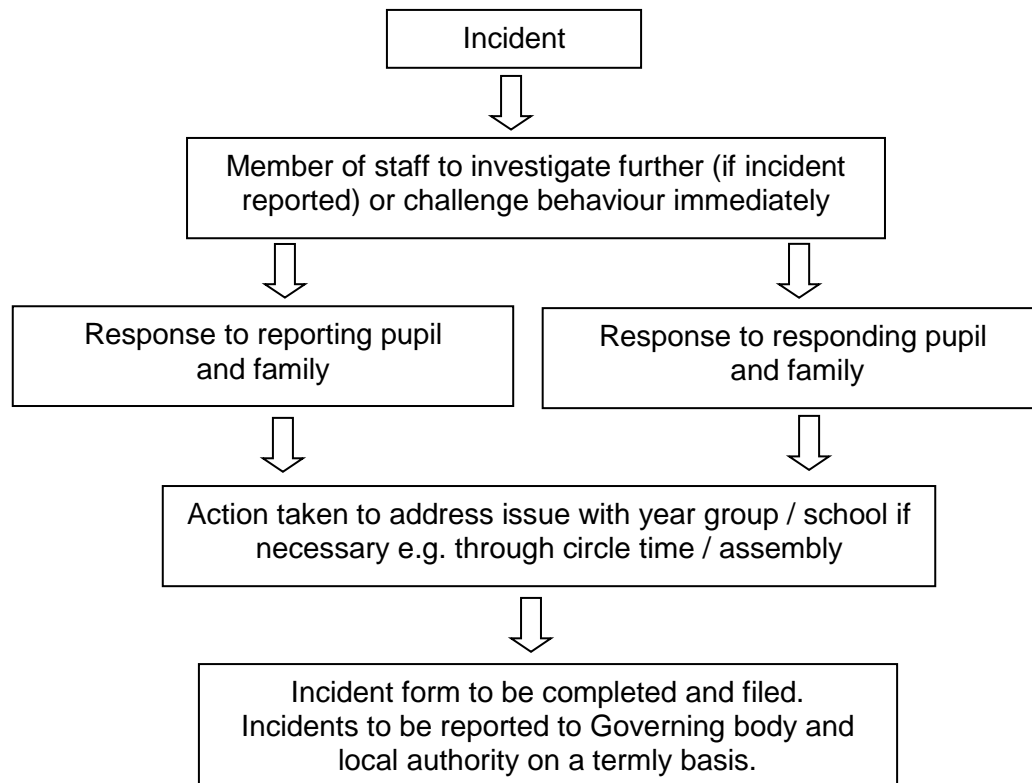
### **Types of discriminatory incident**

Types of discriminatory incidents that can occur are:

- Physical assault against a person or group because of their colour, ethnicity, nationality, disability, sexual orientation or gender;
- Use of derogatory names, insults and jokes;
- Racist, sexist, homophobic or discriminatory graffiti;
- Provocative behaviour such as wearing racist, sexist, homophobic or discriminatory badges or insignia;
- Bringing discriminatory material into school;
- Verbal abuse and threats;
- Incitement of others to discriminate or bully due to victim's race, disability, gender or sexual orientation;
- Discriminatory comments in the course of discussion;
- Attempts to recruit others to discriminatory organisations and groups;
- Ridicule of an individual for difference e.g. food, music, religion, dress etc;
- Refusal to co-operate with other people on grounds of race, gender, disability or sexual orientation.

## Responding to and reporting incidents

Pupils and staff know how to report incidents and are reminded of the process at regular intervals. All staff, teaching and non-teaching, should view dealing with incidents as vital to the well-being of the whole school.



## **8. REVIEW OF PROGRESS AND IMPACT**

This Equality Policy has been agreed by our Governing Body. We have a rolling programme for reviewing our school policies and their impact. In line with legislative requirements, we will review our Equality Policy annually.

To measure its impact, we will:

- monitor achievement by ethnicity, gender and disability to ensure that all groups of pupils are making the best possible progress;
- monitor the staff appointment process, so that no-one applying for a post at this school is discriminated against;
- require the headteacher to report to governors annually on the effectiveness of this policy;
- take into serious consideration any complaints from parents, staff or pupils regarding equal opportunity;
- monitor the school's behaviour policy, and the numbers of exclusions, to make sure that pupils from minority groups are not unfairly treated.

## **9. PUBLISHING THE PLAN**

This Equality Policy fulfils the statutory requirements under the terms of legislation from the Equality Act 2010. As it is a public document, the school governors publish it by:

Raising awareness of the policy through the School Council, PSHE lessons, school newsletter, staff meetings and other communications;

Keeping a copy in staff induction files, the headteacher's office and the school office ensuring that hard copies are available on request;

Making the plan available on the school's website.



# **Black Horse Hill Infant School**

## **Equal Opportunities Action Plan**

Equality Strand	Action	How will the impact of the action be monitored?	Who is responsible for implementing?	What are the timeframes?	Early success indicators
All	<p>Provide training and regular updates when required on the Equality Act 2010 so that governors and staff can fulfill their responsibilities under this legal framework.</p> <p>Equality and Diversity to be an agenda item on Full Governing Body Agenda.</p> <p>Governors to complete an annual Equality and Diversity of the school.</p>	<p>Termly agenda item on Full Governing Body agenda.</p> <p>Equality and Diversity to be reported in HT report.</p>	<p>Headteacher and Governing Body</p>	<p>Autumn Term</p> <p>Spring Term</p> <p>Summer Term</p>	<p>Governors and Staff understand their legal responsibilities under the Equality Act.</p>
All	<p>Publish on the school website and promote the Equality Policy through the school newsletter/ letter informing parents, School Council, Governors and staff meetings.</p> <p>In newsletters request that parents/carers challenge or suggest any information published in the equality policy.</p>	<p>Via parent, staff and children surveys.</p> <p>School Council meetings.</p> <p>Staff and Governors' meetings.</p> <p>Information sent to parents.</p>	<p>Headteacher</p>	<p>Equality Policy and action plan in newsletter to parents annually and text message to say it has been updated and request any additional comments.</p> <p>Annual discussion with staff when Equality policy is updated about applying principles in class.</p>	<p>Staff apply the principles of the Equality Policy and action plan and use them when planning lessons, creating class room displays.</p> <p>Parents are aware of the Equality Policy and have the opportunity to contribute.</p>

All	Monitor and analyse pupil achievement by race, gender and disability and act on any trends or patterns in the data that require additional support for pupils.	Achievement data analysed by race, gender and disability	Headteacher/SLT	Termly when update data is submitted.	Analysis of teacher assessments / annual data demonstrates the gap is narrowing for equality groups.
All	Ensure that the school curriculum promotes role models and heroes that young people positively identify with, which reflects the school's diversity in terms of race, gender and disability. Examples in the curriculum- Neuro Diversity Week, Grace Darling, Nelson Mandela, Paralympics, Rosa Parks, Sporting Heroes and Jigsaw PSHE scheme (Celebrating similarities and differences). Assemblies to represent different faiths and cultures for example Divali, Holi, Hanukah, Christmas, Eid-al-Fitr, Easter, Ramadan, Chinese New Year, Chinese Moon Festival, Shrove Tuesday. Invite speakers into school who represent different faiths and cultures in our community. Year 2 will continue to have weekly lessons which promote an understanding of the Chinese language and culture.	Children will have an awareness of different faiths and cultures in order to be prepared for life in modern Britain. Headteacher will question children during assemblies about their understanding of different role models. RE Assessments of children's understanding and participation. PSHE assessments and children's work. Overview of how equality and diversity is promoted across the school calendar.	Headteacher (assemblies) and teachers (lesson planning) Subject leaders to monitor their subjects for equality.	Ongoing-Review	Children will have an understanding of positive role models from society.  They will have known about the diverse communities in Britain.
All	Ensure that displays in classrooms and corridors promote diversity in terms of race, gender and ethnicity. Reading areas to offer a range of reading materials which promote positive images of all members of society and which challenges stereotypes. Purchase additional texts for class library areas which promote understanding of different communities in Britain.	Increase in pupil participation, confidence and positive identity – monitor through PSHE & RE.	Class based staff / SLT	Ongoing	Diversity reflected in school displays across all year groups.
All	To continue to provide resources in the classroom which reflect different ethnicities for example role-play resources, small world figures, fabrics and texts.	Equality and diversity audit	Headteacher		

All	To continue to use Picture News (EYFS version) which promotes British values and debate.	Children will have a broad knowledge of issues linked to life in modern Britain which link to British Values,	Headteacher Class teachers		
All	Ensure all pupils are given the opportunity to be involved, participate and make a positive contribution to the life of the school e.g. through involvement in the School Council, Circle Time sessions, Eco Council, Celebration Assemblies, Sports Days, Class assemblies.	Representation monitored by race, gender, disability. Records of activities/events.	Headteacher /		Diversity in School Council and Eco School membership.
Race Equality Duty	Identify, respond and report racist incidents as outlined in the policy. Report the figures to the Governing Body on a termly basis.	The Headteacher / Governing Body will use the data to assess the impact of the school's response to incidents i.e. have whole school / year group approaches led to a decrease in incidents, can repeat perpetrators be identified, are pupils and parents satisfied with the response?	Headteacher / Governing Body	Reporting termly to Governors	Teaching staff are aware of and respond to racist incidents.  Consistent nil reporting is challenged by the Governing Body.
Gender Equality Duty	Encourage boys and girls to take up lunch time sports and extra-curricular activities.	Monitoring of the gender attendance at clubs through the attendance registers. Sports Coach to record attendance at lunch time provision. Review offer to meet the needs of all pupils.	PE Leader	Ongoing	Sports Provision and extra-curricular clubs accessed by girls and boys
Gender Equality Duty	Ensure that there is no unlawful segregation of pupils according to gender for example boys and girls lines etc	On-going reminders to staff about their duties under the Equality Law.	Headteacher/Class teachers	Ongoing	Staff are aware of their duties under the Equality Law and do not segregate pupils according to their gender.

SEND/ Disability	The school ensures that pupils with SEND/ disabilities are able to take advantage of the education and benefits, facilities or services it provides or offers. Adaptations will be made to the school curriculum (if required) to involve SEND/disabled pupils fully. The school is confident that disabled pupils and their families have equality of access to information which the school produces (e.g. newsletters, guidance, advice, website, etc.)	SEND pupil reviews Information from parents External reports from SEN professionals. Monitoring from SEND Governor	SENDCo		
Community Cohesion	Celebrate the cultural diversity within our school, in terms of race, gender and disability, through our displays. Also, promote role models and heroes that all children can positively identify with.	Raised children's awareness about other cultures and successful people within them.	Headteacher, teachers.	Ongoing	Increased participation and confidence. All children feeling valued and proud.
Community Cohesion	Celebrate cultural events throughout the year to increase pupil awareness and understanding of different communities and cultures. Examples are Diwali, Chinese New Year, Holi, Hannukah, Christmas and Easter.	RE activities in class. Whole school assemblies to celebrate the main world religions.	Headteacher, Teaching staff	Ongoing-	Increased awareness of different communities shown in RE lessons and assemblies.