

Inspiring Learners For Life

EQUALITY POLICY AND OBJECTIVES

HATFIELD PEVEREL INFANT SCHOOL

Policy Area: CURRICULUM AND PUPIL RELATED

April 2022



EFFORT RESPECT INDEPENDENCE COMMUNICATION

Equalities Policy

Statement/Principles

The policy outlines the commitment of the staff and Governors to promote equality. This involves tackling the barriers which could lead to unequal outcomes so that there is equality of access and the diversity within the school community is celebrated and valued.

We believe that equality at our school should permeate all aspects of school life and is the responsibility of every member of the school and wider community. Every member of the school community should feel safe, secure, valued and of equal worth. At Hatfield Peverel Infant School, equality is a 'key principle for treating all people the same irrespective of their gender, ethnicity, disability, religious beliefs/faith tradition, sexual orientation, age or any other of the protected characteristics' (Single Equalities Act 2010).

This policy has been shared with staff and governors to allow for input and has been shared with the whole school community through the school website.

Monitoring and Review

The staff member responsible for co-ordinating the monitoring and evaluation is Mary Gurr. She will be responsible for:

- Providing updates on equalities legislation and the school's responsibilities in this regard;
- Working closely with the governor responsible for this area who is TBA (Sam's replacement)
- Supporting positively the evaluation activities that monitor the impact and success of the policy on pupils from different groups, e.g SEN, Children in Care, Minority Ethnic including Traveller and EAL pupils and Free School Meals, in the following recommended areas:
 - Pupils' progress and attainment
 - Learning and teaching
 - Behaviour discipline and exclusions
 - Attendance
 - Admissions
 - Incidents of prejudice related bullying and all forms of bullying
 - Parental involvement
 - Participation in extra-curricular and extended school activities
 - Staff recruitment and retention
 - Visits and visitors

Policy Commitments

Promoting Equality: Curriculum

We aim to provide all our pupils with the opportunity to succeed. To achieve this, we will ensure:

- Curriculum planning reflects a commitment to equality;
- The curriculum prepares pupils for life in a diverse society and uses opportunities to reflect the background and experience of pupils and families in the school;
- There will be opportunities in the curriculum to explore concepts and issues related to identity and equality;
- The promotion of attitudes and values that celebrate and respect diversity and challenge discriminatory behaviour and language wherever it occurs;
- The use of images and materials which positively reflect a range of cultures, identities and lifestyles.

Promoting Equality: Achievement

There is a consistently high expectation of all pupils regardless of age, gender, ethnicity, ability, social background and sexual orientation. To secure the best possible outcomes we recognise that:

- Adults in the school will be expected to provide good, positive role models in their approach to all issues relating to equality of opportunity;
- It is important to identify the particular needs of individuals and groups within the school and to use targeted interventions to narrow gaps in achievement;
- A range of teaching methods is used throughout the school to ensure that effective learning takes place at all stages for all pupils.
- All pupils are actively encouraged to engage fully in their own learning.

Promoting Equality: The ethos and culture of the school

- At Hatfield Peverel Infant School, we are aware that those involved in the leadership of the school community are instrumental in demonstrating mutual respect between all members of the school community;
- We strive to achieve a feeling of openness and tolerance which welcomes everyone to the school;
- The children are encouraged to greet visitors to the school with friendliness and respect;
- The displays around the school reflect diversity across all aspects of equality and are frequently monitored;
- Reasonable adjustments will be made to ensure access for pupils, staff and visitors (including parents) with disabilities (this not only includes physical access, but takes account wider access to school information and activities);

- Provision is made to cater for the cultural, moral and spiritual needs of all children through planning of assemblies, classroom based and off-site activities;
- Pupils' views are actively encouraged and respected. Pupils are given an effective voice for example, through the School Council, pupil perception surveys and there are regular opportunities to engage with pupils about their learning and the life of the school;
- Positive role models are used throughout the school to ensure that different groups of pupils feel welcomed and included.

Promoting Equality: Staff Recruitment and Professional Development

- All posts are advertised formally and open to the widest pool of applicants;
- All those involved in recruitment and selection are trained and aware of what they should do to avoid discrimination to ensure equality of opportunity.
- Steps are taken to encourage people from under-represented groups to apply for positions at all levels of the school;
- Access to opportunities for professional development is monitored on equality grounds;
- Equalities policy and practice is covered in all staff inductions;
- Employment policy and procedures are reviewed regularly to check conformity with legislation and the impact of policies are kept under regular review.

Promoting Equality: Countering and Challenging Harassment and Bullying

- The school counters and challenges all types of discriminatory behaviour and this is made clear to staff, pupils, parents and governors;
- The school has a clear, agreed procedure for dealing with prejudice related bullying incidents.
- The school reports to Governors, parents and LA on an annual basis the number of prejudice related incidents recorded in the school.

Promoting Equality: Partnerships with Parents/Carers and the Wider Community

Hatfield Peverel Infant School aims to work in partnership with parents/carers. We:

- Take action to ensure all parents/carers are encouraged to participate in the life of the school;
- Maintain good channels of communication, e.g. through parent forums, to ensure parents' views are captured to inform practice;
- Encourage members of the local community to join in school activities and celebrations;
- Ensure that the parents/carers of newly arrived pupils e.g. EAL, Traveller or pupils with disabilities are made to feel welcome.

Responsibility for the Policy

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

The Governing Body has responsibility for ensuring that:

- The school complies with all equalities legislation relevant to the school community;
- The school's equalities policy is maintained and updated regularly; and that equality schemes are easily identifiable (these may be included within the School Improvement Plan, the school's Accessibility Plan or may be stand-alone documents);
- The actions, procedures and strategies related to the policy are implemented;
- The designated Equalities Governor will have an overview, on behalf of the governing body, on all prejudice related incidents or incidents which are a breach of this policy and ensure that appropriate action is taken in relation to these incidents.

The Headteacher and Senior Leadership team has responsibility for:

- In partnership with the Governing body, providing leadership and vision in respect of equality;
- Overseeing the implementation of the equality 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.

Measuring the Impact of this Policy

The equalities policy and all other relevant policies will be evaluated and monitored for their equality impact on pupils, staff, parents and carers from the different groups that make up our school.

Action Plan Template

Equality Objective No. 1

Diminish the difference for children in significant groups.e.g Pupil Premium, traveller, girls/ boys (maths and writing).

OUTCOMES	MEASURED BY
Children in specific groups to achieve in line with national /Essex outcomes by the time they leave at the end of KS1.	- The baseline information collected from parents/ nurseries. - EYFS baseline - Data monitored on TT and during pupil progress meetings.

Activity	Lead	Progress Milestones
Track children from entry in groups- identify specific and personal needs	Class teachers HT	3 data points in the year. 6 for PP children.
Plan learning that develops the specific skills and knowledge of those children.	Class teachers SENCO if needed	Monitoring by HT drop ins etc. termly.
Identify any outside agency or training that is needed.	SENCO HT	Training provision
Proceed with interventions which are measurable	SENCO and class teachers	Half termly
If a cause for concern meet with parents half termly.	Class teacher	Data points Pupil progress meetings

Action Plan

Equality Objective No. 2

To prepare children for a diverse world within and beyond their local experience.

OUTCOMES	MEASURED BY
- Children will develop knowledge and experiences that support and enrich their cultural capital. - Children will develop their social, moral, spiritual and cultural identities and know about different attitudes, ways of life and celebration.	- Knowledge harvesting at the beginning of topics through pupil questionnaires. - Specific Incidents of planning for these in assemblies, wider curriculum coverage, links with other schools, visits and visitors - Monitoring by Governors.

Activity	Lead	Progress Milestones
Assemblies: Theme assemblies to highlight awareness of differences in groups; e.g. Rich/ poor, old/young, men/women.	RE lead and HT	Groups are all visited over the school year and children are given a talking homework related to the assemblies.
Theme assemblies to include stories/ news that promote disabled or enabled people, particularly in high achievement. Arrange an assembly to include such a person.	RE lead and HT	A visit from a Paralympic medallist or athlete.
Curriculum: Plan for themed weeks to learn in depth about different countries/ people or different celebrations related to religious observance.	Subject leaders	Display and celebrate through made books, displays, assemblies and concerts.

Choose topics that allow for a development of multicultural learning and experiences which can be shared with parents. Use books that promote and positively reflect different groups, lifestyles and cultures. Ensure activities are multi-sensory and kinaesthetic to allow full access for all learners. Visits and visitors: Visit and have visits from EMC 3 times a year to promote contact between different groups in the community. Workshops, drama and performances that are multicultural and multi-sensory in content. Parents who have different occupations to talk to and answer questions from children.		
---	--	--

