

## **Haddenham Community Infant School Equalities Statement**

Reviewed: November 2022

## Haddenham Community Infant School Equalities Statement

This policy outlines the commitment of the staff and Governors at Haddenham Community Infant School to ensure that equality of opportunity is available to all members of the school community. For our school this means, not simply treating everybody the same but, understanding and tackling the different barriers, which could lead to unequal outcomes for different groups of pupils in school, celebrating and valuing the equal opportunity achievements and strengths of all members of the school community.

These include: -

- Pupils
- Teaching staff
- Support staff
- Parents/carers
- Governors
- Multi-agency staff linked to the staff e.g. outside agencies, school improvement service staff, school attendance service etc.
- Visitors to school
- Students on placement

The policy sets out Haddenham Community Infant Schools approach to promoting equality as defined within the Equality Act (2010). It covers age\*, sex, race, disability, religion or belief, sexual orientation, pregnancy, undergoing or who have undergone gender reassignment. (NB 'age' is a protected characteristic but not in relation to pupils of any age in a school)

We believe that no-one should receive less favourable treatment on the grounds of race, gender, disability, sexuality, age, income, religion, colour, ethnicity, marital status or nationality.

In our school, we recognise that it may include:

- People from minority ethnic backgrounds, travellers, asylum seekers and refugees
- People from different faith backgrounds
- Pupils who need support to learn English as an additional language (EAL)
- Pupils with special educational needs
- Children in public care
- Other children, such as sick children, young carers and children from families under stress
- Pupils who are at risk of disaffection and exclusion
- People with disabilities

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. Equality is a core part of our school values.

Haddenham Community Infant School strives to enable our community to explore in their learning and persevere independently and collaboratively.

#### Aims and objectives

- We do not discriminate against anyone, be they staff or pupil, on the grounds of their sex or sexual orientation, race, colour, religion, nationality, ethnic or national origins, disability or age.

This covers both direct and indirect discrimination

- We promote the principles of fairness and justice for all through the education that we provide in our school
- We ensure that all pupils and staff have equal access to the full range of educational opportunities provided by the school
- We ensure that all members of staff have equal access to the full range of educational and training opportunities provided by the school
- We constantly strive to remove any forms of indirect discrimination that may form barriers to learning
- We ensure that all recruitment, employment, promotion and training systems are fair to all, and provide opportunities for everyone to achieve
- We challenge stereotyping and prejudice whenever it occurs
- We celebrate the cultural diversity of our community and show respect for all, by recognising and celebrating differences between people
- We aim to provide a community where children are well prepared for life in a diverse society
- We are aware that prejudice and stereotyping is caused by low self-image and ignorance.

Through positive educational experiences and support for each individual's point of view, we aim to promote positive social attitudes and respect for all

- We develop the support and training available for all staff, including governors, to develop their practice in Equal Opportunities work
- We monitor and evaluate by gender, ethnicity and disability;
  - Access to educational opportunities and services
  - Attainment
  - Curriculum, teaching and learning
  - Exclusions - Punishment and reward

- Membership of the governing body
- Parental involvement
- Staff recruitment and career development
- We monitor and evaluate annual data on the number and type of racist incidents in school
- We ensure that the admissions policy is objective, clearly set out and does not disadvantage certain groups

### **The School's overall approach to promoting Equality**

The school's Equality policy provides a framework to pursue its equality duties to have due regard to:

- Eliminate unlawful discrimination, harassment and victimisation
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations and positive attitudes between all characteristics and different groups in all of its activities

**Our strategy for this is provided within our Single Equality Scheme and objectives.**

### **The role of governors**

- Making sure the school complies with current equality legislation
- The governing body has set out its commitment to equal opportunities in this policy statement, and it will continue to do all it can to ensure that all members of the school community are treated fairly and with equality
- The governing body seeks to ensure that people

with disabilities are not discriminated against when applying for jobs at our school. The governors take all reasonable steps to ensure that the school environment gives access to people with disabilities

- The governors welcome all applications to join the school, whatever background or disability a child may have
- The governing body ensures that no child is discriminated against whilst in our school on account of their sex or sexual orientation, race, colour, religion, nationality, ethnic or national origins or disability
- Responsibility for overseeing equality practices in school lies with a named governor

### **The role of the Headteacher**

- It is the head teacher's role to implement the school's equality policy and is supported by the governing body in so doing
- It is the head teacher's role to ensure that all staff are aware of the school policy on equal opportunities, and that teachers apply these guidelines fairly in all situations
- The head teacher 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 head teacher promotes the principle of equal opportunity when developing the curriculum, and promotes respect for other people in all aspects of school life, for example, in the assembly, where respect for other people is a regular theme, and in displays shown around the school
- The head teacher takes appropriate action in cases of harassment and discrimination

### **The role of the class teacher**

- The class teacher ensures that all pupils are treated fairly, equally and with respect. We do not discriminate against any child
- When selecting classroom material, teachers pay due regard to the sensitivities of all members of the class and do not provide material that is racist or sexist in nature. Teachers strive to provide material that gives positive images of ethnic minorities and that challenges stereotypical images of minority groups
- When designing schemes of work, we use this policy to guide us, both in our choice of topics to study, and in how to approach sensitive issues
- All our teachers challenge any incidents of bias and stereotyping
- We record any serious incidents and draw them to the attention of the Head teacher Teachers support the work of support staff and encourage them to intervene in a positive way against any occurrence of discrimination
- Keep up to date with the law on discrimination and take training and learning opportunities

### **The role of pupils**

- Supporting the schools equality ethos
- Sharing concerns or issues with a member of staff
- Keeping equality issues as a focus for school and wider world in School Council, which will recognise good practice and enable review and development.

This may include:

- The anti-bullying policy and specifically racist and homophobic bullying
- Developing school / class rules which challenge discriminatory behaviour

### **Monitoring and Review**

The school's Equality Policy will be reviewed regularly, in line with the policy review schedule, and monitored by staff and governors to check it is effective in eliminating discrimination, promoting access and participation, equality and good relations between different groups, and that it does not disadvantage particular sections of the community.

This policy links to other policies including the SEND policy, behaviour and anti-bullying policies and in general the principles of equality will apply to all school policies.

It should be read in conjunction with the schools Equality Scheme and Objectives.

Concerns or Complaints In the first instance a member of staff should be contacted. If issues or concerns remain unresolved these should be raised in accordance with the school Complaints Policy.