HPP Equality, Diversity and Inclusion Policy

Date	Review date	Comments
Sept 2022	Sept 2023	Reviewed with staff and governors
		Included principles.
Sept 2023	Sept 2024	Reviewed by ELT
Sept 2024	Sept 2025	Reviewed by ELT - no additions changes
Sept 2025	Sept 2026	Reviewed and updated with 'Children's Rights'
Sept 2026	Sept 2027	Updated the introduction with reference to PSED

'Be the best you can be!

Equal Opportunities Policy

At Hampton Primary Partnership everyone has the opportunity to learn and grow together, as independent, enthusiastic and confident learners, in a creative, healthy and safe environment to ensure that they can '**be the best they can be'.**

Introduction

This policy is a statement of our vision and sets out the school's approach to promoting equality, as defined within the Equality Act (2010). This Equalities Policy is supported by our Equality Action plan which is linked to our School Development Plan, and includes targets for promoting equality.

Our school aims to meet its obligations under the Public Sector Equality Duty (PSED) by having due regard to the need to:

- Eliminate discrimination, harassment, victimisation and other conduct that is prohibited by the Equality Act 2010
- Advance equality of opportunity between people who share a protected characteristic and people who do not share a relevant protected characteristic
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it. The protected characteristics are:

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

School's Aims and Values

HPP is an inclusive partnership where we promote equality in our policies and procedures, and most importantly in our day-to-day practices and interactions with the whole school community.
Our British Values, Principles, Bee Rules and Children's Rights are concerned with mutual respect, cultural diversity, social inclusion and community cohesion and contribute to the establishment of a positive climate for teaching and learning:

<u>Our Bee Rules</u>

At HPP we have 5 Bee rules. These rules help us to have a happy and successful school. They are:

Be kind to others

Be a good listener

Be respectful towards yourself, others and the school environment

Be hard working and challenge yourself

Be responsible

Our School's Principles

Children's Rights

The Governing Body is firmly committed to pursuing equality and excellence for all staff, children and the wider school community. A community where children are well prepared for life in a diverse and pluralist society.

Our approach to promoting equality

This Equality Policy provides a framework for the school to pursue its equality duties with due regard to the need to:

- eliminate conduct that is prohibited by the Act;
- promote equality of opportunity between people who share a protected characteristic and people who do not share it;
- foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it;

- to eliminate unlawful discrimination and harassment, promote equality of opportunity, and promote good relations and positive attitudes between people of diverse backgrounds.

Through the Equalities Policy, the school seeks to ensure that no child, staff, parent, carer or any other person through their contact with the school receives less favourable treatment on any grounds which cannot be shown to be legally justified.

We acknowledge that it is very important for us all to work together in achieving our aim of being fully inclusive and accessible, and in providing a high quality learning experience for all our children. We actively encourage a culture of consideration and respect for others. We promote equality by recognising and celebrating differences between people. This should be respected and celebrated by all those who learn, teach and visit here. The principles of this policy apply to all members of the extended school community, children, staff, governors, parents and community members.
We consciously work and aim to:

- develop a culture of inclusion and diversity in which people feel free to participate fully in school life. We will seek to eliminate unlawful discrimination against children and staff by adhering to our duties as an employer under the current legislation;
- to offer all our children equal access to an inclusive, broad and balanced curriculum, which will enable them to fulfil their potential, regardless of race, religion, gender, ability, cultural or home background or disability;
- to identify and remove barriers for children with a disability or additional needs in every area of school life. We will make reasonable adjustments to make sure that the school environment is as accessible as possible;
- actively tackle and eliminate discrimination and bias against any member of the school;
- promote appreciation and respect for each other including promoting good relations between people of different groups;
- create an atmosphere and ethos that fosters a positive attitude to diversity;
- work with parents, carers and the wider community to tackle discrimination and to follow and promote good practice;
- build community cohesion not only within the school but by establishing links with other schools and the wider community;
- involve the whole school community in the development and implementation of this policy;
- encourage, support and help all children and staff to achieve more than they thought possible;
- enrich the linguistic experiences of all children and recognise and celebrate the linguistic diversity of British society.
- demonstrate a commitment to the Borough's equality opportunities policy. A statement to this effect is on all recruitment application forms.

A cohesive community

We are committed to building community cohesion, not only within school, but also by building links with other schools, our local community, the wider community of Britain, the global community, communities of interest (e.g. environmental groups, faith groups, ethnic or language groups) and communities of friends.

In order to promote a cohesive community we aim to:

- promote understanding and engagement between communities;
- encourage all children and families to feel part of the wider community;
- understand and respond to the needs and hopes of all our communities;
- tackle discrimination;

- increase life opportunities for all;
- ensure teaching and the curriculum explore and address issues of diversity.

Curriculum Entitlement

Our commitment to equal opportunities in the curriculum is driven by the National Curriculum Inclusion Statement . The school:

- sets suitable learning challenges;
- responds to children's diverse needs overcoming potential barriers for individuals and groups of children.

All children have access to the whole curriculum on offer at this school.

The curriculum will include the range of knowledge, skills and attitudes that will enable our children to participate fully in the global society. We particularly strive to develop the self-esteem of all children to enable them to function fully as citizens. The curriculum is resourced to reflect the requirements of teaching and learning and these resources are monitored to reflect the aims of this policy.

All subject areas should endeavour to

- reflect cultural and linguistic diversity
- present positive images of all people, walks of life and cultural traditions
- develop an awareness of anti-racist and anti-sexist issues relating to the everyday environment
- avoid stereotypes in materials and resources
- draw upon the widest range of sources to reflect and stimulate all pupils' experiences
- be aware in the planning stage to allow for the background interests, experience and knowledge of individual pupils.

At HPP we promote equality through classroom organisation by ensuring that all resources are equally accessible to all children and are labelled appropriately depending on age and ability. Children's work is displayed and valued at different times and the school ensures a broadly balanced range of displays covering the range of subjects and aspects of our lives within a global community.

Roles and Responsibilities

All who work in our school have a responsibility for promoting equality and inclusion; avoiding unlawful discrimination against children, staff and the wider community, and raising the achievement of children is the responsibility of the whole school staff. All forms of discrimination are unacceptable at HPP.

Responsibility for overseeing equality practices in the school lies with the ELT.

Responsibilities include:
- coordinating and monitoring work on equality issues;
- dealing with and monitoring reports of discrimination or harassment;
- monitoring the progress and attainment of potentially vulnerable groups of children annually;
- monitoring exclusions termly.

In addition, the

School governors are responsible for:

- making sure the school complies with all current equality legislation through the application of this policy and its procedures;
- involving and engaging the whole school community in identifying and understanding equality barriers and in the setting of objectives to address these;
- publishing data and publishing equality objectives.

Executive Leadership Team is responsible for:

As above including:

- promoting key messages to staff, parents and children about equality and what is expected of them and can be expected from the school in carrying out its day to day duties;
- making sure the policy is readily available and that the governors, staff, children, parents/carers and the wider community;
- making sure its procedures are followed;
- ensuring that all of the school community receives adequate training to meet the need of delivering equality, including children's awareness;
- ensure that all staff are aware of their responsibility to record and report prejudice related incidents.
- producing regular information for staff and governors about the policy and how it is working;
- taking appropriate action in cases of harassment and discrimination.

Teachers will support the Executive Leadership Team as above and:

- help in delivering the right outcomes for children;
- uphold the commitment made to children and parents/carers on how they can be expected to be treated;
- design and deliver an inclusive curriculum;
- ensure that they are aware of their responsibility to record and report prejudice related incidents;
- monitor and address issues of equality of opportunity within their areas of responsibility.

All school staff are responsible for:

- modelling good practice, dealing with discriminatory incidents and being able to recognise and tackle bias and stereotyping;
- promoting equality and avoiding discrimination against anyone;
- ensure that they are aware of their responsibility to record and report prejudice related incidents;
- keeping up to date with the law on discrimination and taking training and learning opportunities.

Parents and carers are responsible for:

- taking an active role in supporting and challenging the school to achieve the commitment given to the school community in tackling inequality and achieving equality of opportunity for all.

Local community members, visitors and contractors are responsible for:

- knowing and following our Equality Policy;
- taking an active part in identifying barriers for the school community and in informing the Executive Leadership Team or Governing Body of actions that can be taken to eradicate these;
- taking an active role in supporting and challenging the school to achieve the commitment made to the school community in tackling inequality and achieving equality of opportunity for all.

Children are responsible for:

- keeping equality and diversity issues on the School Council agenda, through a shared input with staff on developing policies relating to this area. This may include the behaviour and developing school/class rules which challenge discriminatory behaviour.

Monitoring, Review and Reporting arrangements

It is important to monitor the impact of actions taken to ensure that they are effective in eliminating discrimination, promoting access, participation, equality and good relations between different groups, and that it does not disadvantage particular sections of the community. Any pattern of inequality found as a result of impact assessment will be used to inform future planning and decision-making.

We will use the results of our monitoring and assessment activities to review the effectiveness of the Equality Action plan and make adjustments if required and to identify future priorities. The Executive Leadership Team will review the progress of the Equality Action plan annually.