

Hartford Infant School



Pupil Equality and Diversity Policy September 2021

Lead person: Mrs Rae Lee
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Date of revision: Annually

Hartford Infant School is part of the CAM Academy Trust and upholds the core principles and values of the Trust.

Children can only achieve **excellence** in their education if the barriers that lead to unequal outcomes are successfully removed. Education can be only truly **comprehensive** if every child has an equal chance to thrive at school. This can only be achieved by effective **partnership** with key external organisations and strong links through the local **community**. It is only with a genuinely **international** outlook that children will truly understand and value global diversity.

Hartford Infant School is an inclusive school with a diverse intake. Many children in our school hear and speak different languages at home and come from a range of cultural backgrounds.

The **Equalities Act of 2010** identified nine protected characteristics: Disability, Race, Sex, Gender reassignment, pregnancy and maternity, religion or belief, sexual orientation, marriage and civil partnership and age.

As an infant school we commit to teaching about these characteristics in an age appropriate way and demonstrating through our actions, inclusion for children and their families who live with these protected characteristics.

Aims

- We aim to eliminate discrimination, harassment and victimisation for children and their families in our school.
- We will advance equality of opportunity for children who share a protected characteristic and those who do not.
- We will foster good relationships between children who share a relevant protected characteristic and those who do not.

We will publish information which demonstrates its compliance with the need to have due regard for the three aims above in general and where appropriate, publish specific and measurable objectives which we will pursue to help us achieve these aims.

The objectives for 2021 – 2022 are:

- To continue to **improve the attendance of disadvantaged children** so the gap narrows between them and their non-disadvantaged peers.
- To continue to **improve the progress of disadvantaged children** so the gap narrows between them and their non-disadvantaged peers.
- To **monitor the progress and attainment of children who have had social care involvement** as appropriate.

These objectives will be monitored by the Local Governing Body and by The Cam Trust.

Below we will set out how we meet our responsibilities to pupil equality and diversity through the work of the school.

1. Our Curriculum

Our school curriculum promotes the celebration of diversity and prepares children for a life in an ever-changing society. Our teaching through multi-cultural stories, Religious Education [R.E.], Personal Social Health Education [PSHE], Science, enquiry and Forest School etc is part of what we do. In assemblies, we teach our children positive values linked to the Golden Rules and we also show our children that we are all different and that is a good thing. We celebrate our differences in many ways and all children are encouraged to be proud of their talents e.g. Healthy Selfie boards to mark sporting success. We encourage a range of visitors from the local community to inspire the children and all types of families are celebrated in assemblies and in resources used. Children are taught in mixed ability and gender classes.

2. Removing Barriers to Learning

We recognise that some children will require extra support to reach their potential. We believe in equity to ensure equality. We do this in several ways.

- Our learning environments are consistent and inclusive.
- Children are encouraged to select support aids, if they are needed, on the Enable Tables in the classrooms.
- Access and mobility around the site and to learning is supported appropriately as needed.
- All our children have equal access to the curriculum with their peers. The only exception to this is for children who require bespoke support to access the curriculum which for some means they need extra support outside the classroom environment.
- We encourage children and families to celebrate cultural and religious festivals without damaging their educational opportunities.
- We make reasonable adjustments for needs of children.
- Our school policies are inclusive and promotes equality.

Further information can be found in our SEND Information Report which can be obtained on our school website or via the school office.

3. Challenging discriminatory behaviour, harassment and bullying

We ensure through our teaching and day to day behaviour that all adults model for all children that prejudice based behaviour will not be tolerated in our school. We are conscious of our responsibilities as an infant school with young children who can mirror the behaviour of their known adults. It is therefore even more important we teach the children another narrative that this behaviour is wrong and is a crime. We will support any child who is a victim of prejudice-based behaviour and work with them and their families to ensure it stops. We will work with perpetrator of such behaviour and their parents to ensure they change their behaviour. Any incidents of prejudice-based behaviour will be reported to the Local Governing Body, the Cam Academy Trust and the Local Authority, as appropriate.

Further information can be also found in our Anti Bullying Policy which can be obtained on our school website or via the school office.

4. Evaluating the Impact of Policies and Practice

Our policies and practices are kept under constant review. We track groups of children to ensure there is no pattern to protected characteristics. The governors are trained to challenge the school with questions about the progress and attainment of children in these groups e.g. boys/girls, disadvantaged/ non-disadvantaged, children with SEND/ children without SEND, EAL children/ children who are not EAL, etc

This policy is reviewed with staff and all staff are trained and monitored to ensure they follow this policy.

This policy will be reviewed on an annual basis. The next review is September 2022.