

Hillshott Infant School and Nursery



Equalities Policy

2024

The persons responsible for this policy are:

Mrs Peacock (Headteacher)

This policy will be reviewed every 4 years or earlier if required by
legislation

Hillshott School Equalities Policy and Principles

At Hillshott Infant School and Nursery, we believe that every child, family and staff member should feel valued and respected. Our commitment to equality means we work hard to ensure everyone feels included, safe and supported.

This policy explains our approach to promoting fairness, challenging prejudice, and celebrating diversity in all areas of school life.

Legal Framework

1. Hillshott Infant School and Nursery adheres to the Equality Act 2010, committing to:
 - Eliminating discrimination
 - Advancing equality of opportunity
 - Fostering positive relationships across all protected characteristics:
 1. Age
 2. Sex
 3. Race or ethnicity
 4. Marriage and civil partnerships
 5. Pregnancy and maternity
 6. Gender reassignment or gender identity
 7. Disability
 8. Sexual orientation
 9. Religion or belief

Additionally, we recognise that socioeconomic disadvantage can have an impact on educational outcomes.

2. We uphold our obligations under the Education and Inspections Act 2006 to promote community cohesion.
3. These duties align with international standards, including the UN Convention on the Rights of the Child, the UN Convention on the Rights of Persons with Disabilities, and the Human Rights Act 1998.

Guiding Principles

4. Our legal and ethical obligations are guided by the following principles:

Principle 1: All learners are of equal value

We affirm the inherent value of every learner and their families:

- Regardless of disability
- Across all ethnicities, cultures, or national origins
- Regardless of gender or gender identity
- Across all faiths or lack thereof
- Regardless of sexual orientation
- Across all socioeconomic backgrounds

We actively promote:

- Equal access to opportunities and respect for all members of the school community.

- High expectations of mutual respect and fairness among students, staff, and others.
- Anti-racism as a core value by actively addressing and dismantling systems, behaviours, and attitudes that perpetuate racial injustice.
- Awareness of diversity, including race, ethnicity, disability (both visible and invisible), and the contributions of marginalised communities.

Principle 2: We recognise and respect difference

Treating individuals equally does not mean treating everyone identically. Our approach considers barriers people face due to:

- Disabilities (visible or hidden)
- Ethnic, cultural, or linguistic differences
- Gender and gender identity
- Religious or non-religious affiliations
- Sexual orientation
- Socioeconomic disadvantages

We commit to actively challenging racist ideologies, promoting the representation and celebration of diverse cultures, and creating an inclusive environment that values the experiences of marginalised racial and ethnic groups.

Principle 3: We foster positive attitudes, relationships, and cohesion

Our policies promote:

- Inclusion and diversity to build understanding, empathy, and solidarity among all members of our school community.
- Positive attitudes towards disabled people, ensuring respect and inclusion.
- Harmonious relationships among diverse groups, reducing prejudice-related bullying and incidents, with particular attention to racism and racial microaggressions.
- Respectful interactions across genders, sexual orientations, and ethnic backgrounds, eliminating harassment or discrimination.

Principle 4: Equalities in staff recruitment, retention, and development

Our policies benefit all staff members, ensuring equality in:

- Recruitment and promotion
- Access to professional development opportunities
- Upholding legal rights related to pregnancy, maternity, and flexible working arrangements.

Principle 5: Reducing inequalities and barriers

We are proactive in addressing systemic barriers and inequalities affecting:

- Disabled and non-disabled individuals
- Diverse ethnic, cultural, and social backgrounds
- People of different gender identities or sexual orientations

We have a duty to make reasonable adjustments to alleviate disadvantage and we commit to addressing any disparities in academic performance, disciplinary actions and other areas where inequities may persist.

Principle 6: Consultation and engagement

We seek input from a diverse range of voices to shape and evaluate policies. This includes:

- Individuals with disabilities

- Representatives of varied ethnic, cultural, and religious groups
- People of different age groups, genders, and sexual orientations

We use forums, online platforms, and school events to facilitate dialogue with our community, particularly ensuring the inclusion of underrepresented racial and ethnic groups.

Principle 7: Benefiting society as a whole

Our policies foster:

- Social cohesion at local and national levels
- Greater inclusion of marginalised groups in public and educational life
- An anti-racist ethos that challenges stereotypes and builds bridges across diverse communities.

Principle 8: Compliance

We use qualitative and quantitative data to evaluate our adherence to the Public Sector Equality Duty (PSED) and publish our Equalities information on the school website.

Curriculum

5. We incorporate equality principles into teaching and learning by:
 - Celebrating inclusion and diversity.
 - Using books, music and learning resources that promote underrepresented groups.
 - Fostering respect for individual rights and mutual responsibilities.
 - Equipping students with skills to challenge prejudice, racist behaviours, and discriminatory attitudes.

Ethos and Organisation

6. Equality principles are integral to all aspects of school life, including:
 - Academic progress and personal development
 - Behaviour policies and attendance strategies
 - Staff recruitment and development
 - Community engagement and support

We create a culture where inclusion and diversity is embedded in school routines, expectations, and relationships.

Addressing Prejudice and Discrimination

7. We oppose all forms of prejudice, including but not limited to:
 - Ableism (discrimination of those with disabilities)
 - Racism and xenophobia (including antisemitism, Islamophobia, and other forms of racial or ethnic discrimination)
 - Sexism, homophobia, and transphobia
8. Prejudice-related incidents are recorded, investigated, and addressed immediately. We share anonymised summaries upon request to promote transparency.

Roles and Responsibilities

9. Governors ensure compliance and policy implementation.
10. The Chair of Governors monitors policy adherence.

11. The Headteacher oversees policy enforcement, training, and addressing discrimination. Together with the senior leadership team, they will also track, monitor and follow-up any reported incidents of prejudice or discrimination.

12. All staff are expected to:

- Promote inclusivity and collaboration.
- Address and report discriminatory incidents, particularly those involving racism.
- Deliver lessons reflecting anti-racist values and principles.

13. Visitors and contractors must also adhere to this policy.

Resources and Communication

14. All stakeholders, including staff, families, and governors, are informed of the policy.

15. Resources promoting equality and diversity are available to staff for use in school.

Religious observance

16. We respect the religious beliefs and practice of all staff, pupils and parents, and comply with reasonable requests relating to religious observance and practice.

Staff and governor development and training

17. We ensure that all staff, including support and administrative staff, receive appropriate training and opportunities for professional development, both as individuals and as groups or teams. Governors have access to training and are encouraged to visit the school to see policies in action on a regular basis.

Monitoring, Review, and Accountability

18. We use data to monitor the policy's effectiveness, considering:

- Free school meals
- SEND
- Language and gender
- Ethnicity and racial representation in outcomes and discipline.

19. Policies are regularly reviewed to reflect changing needs and legislation, with an explicit focus on fostering an anti-racist culture.

20. Outcomes are shared with the governing body and wider community to ensure accountability and transparency in our anti-racism efforts.

Breaches of the policy

21. We will consider every breach of the policy in the light of the particular circumstances and, if pupils are involved, take into account their age and the nature of the breach. We will call on support from the Local Authority, the Police or other agencies if appropriate.

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