



Haydn Primary School

Equality and Diversity Policy

January 2024

Policy administration	
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1. Introduction

- 1.1 At Haydn Primary School we focus on the wellbeing and progress of every child and every member of our school community (staff, parents/carers/guardians and visitors) and recognise that each person is of equal worth and our Equality and Diversity Policy reflects how our school meets the duties as set out in the **Equality Act 2010**.
- 1.2 Our policy also seeks to ensure that we continue to tackle issues of disadvantage and underachievement of different groups.
- 1.3 We recognise that these duties reflect international human rights standards as expressed in the **UN Convention on the Rights of the Child**, the **UN Convention on the Rights of People with Disabilities** and the **Human Rights Act 1998**.
- 1.4 Our approach is based on seven key principles that apply to our whole school community, children, staff, parents/carers/guardians and visitors.
 - 1.4.1 **Everyone in the whole school community is of equal value.** Whether disabled or not, whatever their ethnicity, culture, national origin or national status, whatever their gender and gender identity, whatever their religious/non-religious affiliation or faith background and whatever their sexual orientation.
 - 1.4.2 **We recognise, respect and value difference and understand that diversity is strength.** We take account of difference and strive to remove barriers and disadvantages that people may face in relation to disability, ethnicity, gender and gender identity, religion, belief/faith and sexual orientation. We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit our school.
 - 1.4.3 **We foster positive attitudes and relationships.** We actively promote positive attitudes and mutual respect between groups and communities different from each other.
 - 1.4.4 **We foster a shared sense of cohesion and belonging.** We want all members of our school community to feel a sense of belonging within the school and the wider community and to feel that they are respected and able to participate fully in school life.
 - 1.4.5 **We observe good equalities practice for our staff.** We ensure that policies and procedures benefit all employees and potential employees in all aspects of their work, including in recruitment and promotion and in continuing professional development.
 - 1.4.6 **We have the highest expectations of all our children.** We expect that all pupils can make good progress and achieve to their highest potential.

- 1.4.7 **We work to raise standards for all pupils, particularly our most vulnerable.** We believe that improving the quality of education for our most vulnerable pupils raises standards across the whole school.

2. The Equality Act 2010

- 2.1 The Equality Act 2010 is the foundation on which our legal responsibilities are built. The Act ensures that our children, staff and visitors are protected from discrimination, harassment and victimisation on the grounds of several '**protected characteristics**'. This means that our school cannot discriminate or treat people less favourably because of their **sex (gender), race, disability, religion/belief or none, gender reassignment, sexual orientation, pregnancy or maternity, marriage and civil partnership and age.**
- 2.2 The Act requires schools to comply with the **Public Sector Equality Duty** and two **specific duties.**
- 2.3 The **Public Sector Equality Duty** requires schools to:
- a) Eliminate unlawful discrimination, harassment and victimisation
 - b) Advance equality of opportunity between different groups
 - c) Foster good relations between different groups.
- 2.4 The Act also has two **specific duties.**
- a) Schools publish information to show compliance with the Equality Duty
 - b) Schools publish **Equality Objectives** at least every four years.
- 2.5 The duties are listed in section **C. Other statutory documents** of the DfE's document entitled **Statutory policies for schools: Advice on the policies and documents that governing bodies and proprietors of schools are required to have by law.**

3. Meeting the Public Sector Equality Duty

3.1.1 What we are doing to eliminate discrimination, harassment and victimisation

- We take account of issues of equality in relation to admissions and exclusions.
- We work towards ensuring that reasonable adjustments are made for disabled people
- We actively promote equality and diversity through the curriculum
- We work towards creating an environment that champions respect for all.
- We ensure that staff employment, training and promotion is based on principles of equality.
- We will continue to oppose all forms of prejudice, including, racism, antisemitism, Islamophobia, homophobia, transphobia, biphobia, sexism, ageism and disablism.

3.1.2 What we are doing to advance equality of opportunity between different groups

- We know the needs of our school population and collect and analyse data e.g. gender, disability and ethnicity by year group in order to inform planning and identify targets for improvements particularly between specific groups of children e.g. children with SEND.

3.1.3 What we are doing to foster good relations

- We prepare our pupils for life in a diverse society by ensuring that curriculum activities promote the spiritual, moral, social and cultural development of pupils.
- We teach about difference and diversity and the impact of stereotyping, prejudice and discrimination through PSHE, RHSE and citizenship and across the curriculum.
- We promote a whole school ethos and values that challenge prejudice based discriminatory language, attitudes and behaviour.
- We provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other

3.2 Meeting the specific duties

3.4.1 What we are doing to show compliance to the Public Sector Equality Duty (PSED)

- We evaluate our success in meeting the PSED by the extent to which we achieve improved outcomes for the different groups within our school. We produce equality data which inform our Equality Objectives

3.4.2 What we are doing re: Equality Objectives

Our objectives for **2024-2026** are :

- **To eliminate discrimination, harassment and victimisation** we will continue to oppose all forms of prejudice, including, racism, antisemitism, Islamophobia, homophobia, transphobia, biphobia, sexism, ageism and disablism
- **To advance equality of opportunity between different groups** by refining the way we collect and analyse data around the new curriculum and assessment frameworks, particularly around specific groups eg disadvantaged pupils.
- **to foster good relations** we want to provide more opportunities for pupils to appreciate their own culture and celebrate the diversity of others.

We will publish these objectives within our policy with copies available on request in a variety of languages and formats. Appendix 1 should be used for each objective identified, for which an action plan should be created, to be monitored and reviewed on a regular basis and reported at termly meetings of the full governing body.

3.4.3 Consultation

- In order to meet the PSED, consultation of the Policy should be undertaken with the whole school community.

4. Roles and Responsibilities

4.1 Governing Body

The governing body is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and action plans are implemented. A member of the governing body, Andrea Snelling (Vice Chair), has a watching brief regarding the implementation of this policy.

4.2 Headteacher and Leadership Team

The Headteacher and Senior Leadership Team is responsible for implementing the policy; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination.

4.3 Teaching and support staff

All teaching and support staff will:

- Promote an inclusive and collaborative ethos in their classroom
- Challenge prejudice and discrimination
- Deal fairly and professionally with any incidents of victimisation, discrimination, harassment and prejudice.
- Keep up-to-date with equalities legislation relevant to their work
- Support different groups of pupils through differentiated planning, teaching and making reasonable adjustments for disabled pupils and those for whom English is not a first language.

4.4 Breaches

Breaches will be managed by the Headteacher and Governing body.

4.5 Monitoring and Evaluation

We will collect and analyse qualitative and quantitative data relating to the implementation of this policy to monitor its effectiveness and will review and amend when necessary.

Action Plan 2024-2026

Equality Objective No. 1

To eliminate discrimination, harassment and victimisation we will continue to oppose all forms of prejudice, including, racism, antisemitism, Islamophobia, homophobia, transphobia, biphobia, sexism, ageism and disablism

OUTCOMES	MEASURED BY
<ul style="list-style-type: none"> Haydn Primary School is noted as a beacon in representing its community and its positive and proactive ethos in eliminating discrimination 	<ul style="list-style-type: none"> Parental views (Parental questionnaire), Child's Voice, Governing Body monitoring and staff views (Staff questionnaire) NST, LA and OFSTED judgements

Activity	Lead	Progress Milestones
To ensure that displays in classrooms and corridors promote diversity in terms of race, gender and disability. To ensure that the children are taught all identified areas within the subject Progression Maps particularly RSHE, PSHE & RE.	Equalities Lead All staff Head Teacher Governors	Diversity (with an emphasis on race, gender and disability) is reflected in whole school displays, in classrooms and in materials for lessons across all year groups.
To identify, respond and report racist incidents as outlined in the behaviour policy. To report the figures to the Governing body on a termly basis.	Head Teacher Governors	Staff, parents and pupils recognise the effectiveness of the response given by teaching staff /SLT. Staff follow guidance consistently and effectively as outlined above. Governors are informed regularly of any recorded incidents regarding all groups. Nil reporting is consistently challenged .
To ensure opportunities arranged within school have an appropriate balance between girls and boys particularly in sporting events.	PE Subject Leader Head Teacher Governors	Equal representation / opportunities for boys and girls. Clubs are accessible to boys and girls with improved rates of participation in clubs where there is a stereotypical association.
To ensure pupils with a disability are actively involved in school activities eg clubs. To ensure there is effective liaison between home and school re all children's interests.	Head Teacher Class Teachers SEND CO	Pupils with a disability are participating in extra- curricular activities. Pupils, parents and staff have opportunities to meet and discuss relevant issues before commencing a new school year.
To celebrate cultural events throughout the year to increase pupil awareness and understanding of different communities.	RE Leader/ PSHE Leader/RHSE Leader	Programme of assemblies organised and special days celebrated. Visitors from different groups to enhance the curriculum and broaden the children's

		understanding of the local and global community.
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Equality Objective No. 2
To advance equality of opportunity between different groups by refining the way we collect and analyse data around the new curriculum and assessment frameworks, particularly around specific groups eg disadvantaged pupils.

OUTCOMES	MEASURED BY
<ul style="list-style-type: none"> • Pupils from all groups attain well and make at least expected progress from their individual starting points • Outcomes for disadvantaged pupils match or exceed other pupils nationally • Outcomes for LAC and post LAC pupils continue to improve and any attainment gaps are closed • Pupils' individual needs are addressed, particularly those most vulnerable including disadvantaged, SEND, LAC. 	<ul style="list-style-type: none"> • Outcomes for each year group • Emphasis on outcomes at the end of Foundation Stage, KS1 and KS2.

Activity	Lead	Progress Milestones
To monitor pupil outcomes across the school and alert individual teachers, year groups and school leaders where potential under-performance is identified.	Head Teacher	Termly assessments HT report to Governors
To monitor and analyse pupil achievement by race, gender and disability and act on any trends or patterns in data that require additional support.	Head Teacher SLT Governing Body	Pupil achievement for identified groups is above national average, and where there are gaps, these are narrowed through effective intervention.
Be as flexible and responsive to needs as possible. E.g. reduction of support as the young people develop a greater level of independence Review the pupil cohort and identify potential additional pupils and families who may benefit from this support Explore options of more effective use of support staff to increase the capacity of the resource and develop the independence of pupils with SEND.	Head Teacher	As above

Equality Objective No. 3

To foster good relations we want to provide more opportunities for pupils to appreciate their own culture and celebrate the diversity of others.

OUTCOMES	MEASURED BY
<ul style="list-style-type: none"> The children at Haydn receive a rich variety of opportunities to learn about different traditions and cultures. 	<ul style="list-style-type: none"> Participation in a full range of activities and cultural events.

Activity	Lead	Progress Milestones
<p>To celebrate cultural events throughout the year to increase pupil awareness and understanding of different communities.</p> <p>Ask all parents to share their cultures and traditions so all families have this opportunity plus ensuring smaller minority groups are represented.</p>	RE Leader/ PSHE Leader SLT	<p>Programme of assemblies organised and special days celebrated.</p> <p>Visitors from different groups to enhance the curriculum and broaden the children's understanding of the local and global community.</p>
Carefully consider the taught themes to ensure cultural balance.	SLT	Relevant subject Progression Maps include themes and activities which promote diversity and cultural awareness.