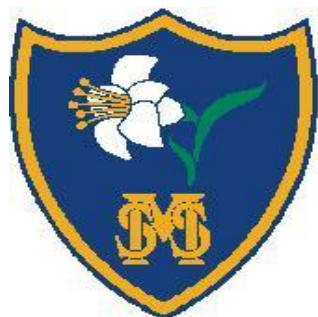


Haddenham St Mary's CE School



EQUALITY, DIVERSITY and INCLUSION POLICY

At Haddenham St Mary's CE School (HSM) we work hard to eliminate direct and indirect discrimination, harassment and victimisation; advance equality of opportunity; and foster good relations between all those within our school community. We do this with regard to the nine protected characteristics listed in the Equality Act 2010. These characteristics are:

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation

Our duties under the Equality Act also 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.

The Education and Inspections Act 2006 requires us to promote community cohesion and at *HSM* we work towards a society in which there is a common vision and sense of belonging by all communities; a society in which the diversity of people's backgrounds and circumstances is appreciated and valued; a society in which similar life opportunities are available to all; and a society in which strong and positive relationships exist.

Our commitment to equality, diversity and inclusion is reflected in our school policies and procedures, especially those related to (but not limited to):

- accessibility
- behaviour
- anti-bullying
- uniform
- recruitment
- Relationships Education
- Special Educational Needs
- home-school agreements

Our school ethos and values

'Excellence, care and fun and for all makes learning sparkle and shine leading to glittering opportunities.'

Integral to our approach is the Christian ethos of caring for one another in school, in the local community and in society. At Haddenham St Mary's, every child matters and everyone cares.

Our vision is underpinned by our core Christian values which are: Respect, honesty, forgiveness, love, compassion and friendship.

Our school profile

- We have up to 180 children on roll in school
- The highest percentage of pupil ethnicity represented is White British
- Children are mostly Christian in religious belief
- We have a smaller than national percentage of children receiving free school meals.
- We have a higher than national percentage of EHCP children

Fulfilling our public sector equality duty

How we eliminate discrimination, harassment and victimisation:

HSM does not tolerate direct or indirect discrimination, harassment or victimisation of anyone within our school community, and we are opposed to all forms of prejudice.

- The school has robust procedures for dealing with prejudice-related incidents and all staff receive training on these. All incidents are recorded, and this data is shared with the governing body and analysed so that any trends can be identified, and action plans put in place.
- The Anti-Bullying and Anti-Harassment at work policy outline the procedures for reporting and responding to incidents of discrimination, harassment and victimisation experienced by staff
- The Complaints Policy outlines the procedures for reporting and responding to incidents of discrimination, harassment and victimisation experienced by parents and carers and the wider school community.

How we advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it:

Treating people equally does not mean treating them all the same. We recognise that people have different needs, different experiences, different outlooks and face different barriers to achieving positive outcomes.

- We collect and monitor data broken down by different protected characteristics in order to identify inequalities and disparities within our student population in terms of:
 - Progress and attainment
 - Admissions
 - Attendance
 - Rewards, sanctions and exclusions

and within our staff population in terms of:

- Recruitment, retention, training and promotion
- Capability, disciplinary and complaints

We employ appropriate interventions where necessary in order to address disparities. Please see our Equalities Objectives and Action Plan for further details.

- We consult widely with a range of groups and individuals to ensure that those who are affected by a policy or activity are consulted in the design of new policies, and in the review of existing ones.
- We assess all of our policies and procedures to ensure that no individuals or groups are disadvantaged and to identify opportunities for positive action.
- We make reasonable adjustments to ensure that the school environment and its activities are as accessible and as welcoming as possible to all, in some cases treating disabled people more favourably than non-disabled people where necessary. Please see our Accessibility Plan for further information.
- We ensure that students' work is differentiated appropriately, and that the curriculum is accessible to all students.
- We respect the religious beliefs and practice of staff and students and comply with reasonable requests relating to religious observance and practice within a C of E school.
- We take all reasonable steps to ensure the wellbeing and inclusion of transgender staff and students, including those who transition during their time at the school.

How we foster good relations between persons who share a relevant protected characteristic and persons who do not share it:

- We ensure that our curriculum offers opportunities to learn about people with a diverse range of identities.
- We teach our students to recognise and challenge stereotypes and prejudice and to value difference.
- We ensure that our resources challenge stereotypes and reflect the diversity of society.
- We take positive action to ensure that people with a range of different identities engage with our school community for example guest speakers, arts groups, school governors, parent/carer helpers etc.
- Our behaviour policy includes a requirement to respect other people and their different identities.
- We take steps to ensure diversity in our governing body and staff team.

- We celebrate diversity at every opportunity and hold regular assemblies and events celebrating diversity throughout the year.

Responsibilities

The governing body is responsible for ensuring that:

- The school complies with all equalities legislation relevant to the school community, and that this policy and its related procedures and action plans are implemented
- A member of the governing body has a watching brief regarding the implementation of this policy
- The school and governors carry out equalities impact assessments on all other policies
- All available data is used to consider equalities issues and to ensure adjustments to school policies and practices are made, including positive action where necessary

The head teacher and senior management are responsible for:

- Overseeing the implementation of the Equality Policy
- Ensuring that all who enter the school are aware of, and comply with, the Equality, Diversity and Inclusion Policy
- Ensuring that staff are aware of their responsibilities and are given relevant training and support
- Taking appropriate action in any cases of discrimination, harassment, victimisation and bullying
- Regularly reviewing data related to prejudice-related incidents and taking necessary steps to reduce occurrences of incidents within the school

All staff are responsible for:

- Refraining from engaging in behaviour that constitutes discrimination, harassment, victimisation or bullying
- Understanding and complying with the Equality, Diversity and Inclusion Policy
- Contributing to the action plan attached to the policy
- Making reasonable adjustments to ensure disabled students do not experience discrimination or exclusion
- Dealing with prejudice-related incidents, following the specific procedure
- Attending training sessions as necessary to carry out this policy and keep up to date with equalities legislation
- Challenging bias and stereotyping
- Promoting an inclusive and collaborative ethos

All parents/carers are responsible for:

- Refraining from engaging in behaviour that constitutes discrimination, harassment, victimisation or bullying whilst on school premises
- Ensuring that they and the young people that they are responsible for meet the expectations set out in the home-school agreement

All visitors are responsible for:

- Refraining from engaging in behaviour that constitutes discrimination, harassment, victimisation or bullying in their engagement with the school

All students are responsible for:

- Refraining from engaging in behaviour that constitutes discrimination, harassment, victimisation or bullying
- Understanding the ethos of the school and complying with the school's Equality, Diversity and Inclusion Policy
- Reporting prejudice-related incidents
- Understanding, valuing and celebrating diversity
- Challenging stereotypes and prejudices

Equality Objectives and Action Plan

In order to fulfil its Public Sector Equality Duty the school collects equality information on pupils and staff.

Using this information, the school analyses the following in terms of protected characteristics:

- Student admissions
- Student attendance
- Student performance/achievement
- Student sanctions
- Staff recruitment, retention and promotion
- Staff disciplinary and capability proceedings
- Records of prejudice-related incidents
- Complaints by parents and carers

The school also conducts surveys with staff, pupils and parents and carers to identify areas that they feel the school is doing well and areas for improvement.

The school identifies any equality training needs within our staff. These needs will be addressed, and this may also inform our Equality Objectives.

Our equality objectives may also take into account national and local priorities and issues as appropriate. They are devised in consultation with school governors and are integrated into the school improvement plan. We keep the objectives under review and report annually on our progress towards achieving them.

Our current Equality Objectives and are attached as Appendix 1

Equality Impact Assessments

All school policies are regularly assessed for their impact on different groups of people with shared protected characteristics. This ensures that our policies, practices and decision-making processes are fair and do not discriminate against any particular groups. It also enables us to consider ways to proactively advance equality.

A template for conducting equality impact assessments is attached as appendix 2

Appendix 1:

Haddenham St Mary's CE School Equalities Objectives 2023-2027

The Equality Act 2010 requires that schools publish equalities objectives. These need to be specific and measurable. The Haddenham St Mary's School equalities objectives are based on analysis of our data and other evidence. They focus on the areas where we have agreed to **take action** and **tackle disadvantages**.

The Governing Board will **regularly review** the progress we are making to meet our equalities objectives.

Objective	Actions	Who?	By When?	V
1. Actively close gaps in attainment and achievement between all groups of pupils in the core subjects; boys and girls, those eligible for free school meals, pupils with Special Educational Needs and disabilities, looked after children and pupils from minority ethnic groups.	<ul style="list-style-type: none"> Regular monitoring of progress of all groups of pupils Action plans in place for any gaps identified in progress Monitoring of interventions to ensure that progress is being made and the most effective interventions are being used Up to date staff training to ensure quality teaching to enable all groups of children to make good progress. 	HT/DH/SENDCO Teaching and teaching support staff	Ongoing	Greater all gro enabli reach potent
2. To provide reasonable means for pupils to have meaningful and continuous interaction with people from different backgrounds, cultures lifestyles, generations and identities.	<ul style="list-style-type: none"> Through curriculum, specialist weeks and relevant timings throughout the year organise activities to explore non-Christian religions and cultures outside the UK. Ensure an integral part of the curriculum enables opportunities to celebrate the positive aspects of differences There are activities provided for children to mix with children from other schools not necessarily from the immediate local area. Ensure that we encourage visits throughout the year from representatives of groups that may not be familiar to our pupils. 	All teaching staff to be involved in planning and organisation.	Ongoing	Childre great simila and di respec They h attitud all.
3. To provide equal opportunities for all in terms of staff recruitment regardless of <ul style="list-style-type: none"> Age gender reassignment being married or in a civil partnership being pregnant or on maternity leave disability race including colour, nationality, ethnic or national origin religion or belief 	<ul style="list-style-type: none"> All posts are advertised formally and open to the widest pool of applicants. All those involved in recruitment and selection are trained and aware of what they should do to avoid discrimination and ensure equality good practice throughout the recruitment and selection process. Applicants for positions are invited to identify any protected characteristics. 	HT/DH/Bursar Governors	Ongoing	We ad inclusi staff recruiti that th clear,

- sex
- sexual orientation.

Appendix 2: Equality Impact Assessment

Name and/or brief description of policy/practice
What evidence/information has been used to help identify the likely impact on different groups of people?
Which relevant groups have we engaged/consulted with as part of our assessment?

Protected characteristic	Impact on this group			Explain and give examples of evidence
	Positive	Negative	Neither	
age				
disability				
gender reassignment				
marriage and civil partnership				
pregnancy and maternity				
race				
religion or belief				
sex				
sexual orientation				

Barriers/disadvantages/discrimination identified?	Yes (tick)	No (tick)
If "yes" how will the policy/practice be adapted/changed to eliminate this?		
Date completed	Review date	