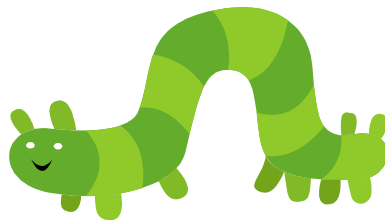




and



Abbots Farm Preschool

Equality, Equity, Diversity and Inclusion Policy

November 2021

Review by September 2024

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Statement of intent

Abbots Farm Infant School and Abbots Farm Preschool understand that, under the Equality Act 2010, all schools have a duty to:

- Eliminate unlawful discrimination, harassment and victimisation.
- Advance equality between different groups.
- Foster good relations between different groups.
- Promote mental health and wellbeing.

We pride ourselves in being an inclusive school where children are taught to be an excellent communicator, have high aspirations, be respectful, be self-confident and be responsible. Both schools overall values are underpinned by our statutory duties under the Equality Act 2010. We are dedicated to ensuring that every pupil receives an education that offers them the best chance at fulfilling their potential, and to promoting mental wellbeing amongst our pupils. We are committed to supporting and celebrating all pupils' individual identities. We have developed this policy to provide a clear framework for how we will achieve our school's aims.

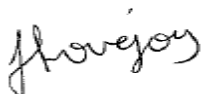
Our schools demographic is directly linked to our overall aims for achieving equality. Specifically, we aim to:

- Introduce and put into practice the requirements of the Equality Act 2010 that combines and builds upon the existing legislation covering discrimination and promotion of equality of opportunity.
- Treat everyone equally irrespective of their gender, ethnicity, disability, religion or belief, sexual orientation, age or any other protected characteristic.
- Achieve the highest standards of teaching and learning for all children irrespective of their gender, ethnicity, disability, religion or belief, sexual orientation, age or any other protected characteristic.
- Encourage an awareness of their responsibilities as citizens towards the community and society, nationally and internationally.
- Combat any form of prejudice that may occur.
- Give every child an equal opportunity to participate in all aspects of school life as far as they are able. This being limited by their own ability and capability, not by physical surroundings.

To achieve our aims, we will adopt the following methods:

- Embedding equality within teaching and resources
- Using key data indicators to understand the needs and characteristics of our school
- Promoting community cohesion
- Promoting parental engagement
- Investing in regular staff training
- Using key data, such as measures of wellbeing, to monitor the progress of pupils with protected characteristics
- Regularly reviewing our policy to ensure it reflects current trends and issues

Signed by:



Headteacher

Date: 22/11/21



Chair of governors

Date: 22/11/21

1. Legal framework

This policy has due regard to all relevant legislation including, but not limited to, the following:

- Human Rights Act 1998
- The Equality Act 2010
- UK General Data Protection Regulation (UK GDPR)
- Data Protection Act 2018

This policy has due regard to statutory and good practice guidance, including, but not limited to, the following:

- DfE (2014) 'The Equality Act and schools'
- DfE (2018) 'Promoting the education of looked after children and previously looked after children'
- DfE (2018) 'Gender separation in mixed schools'
- DfE (2018) 'Equality Act 2010: advice for schools'
- DfE (2018) 'Mental health and wellbeing provision in schools'

This policy operates in conjunction with the following school policies:

- Special Educational Needs and Disabilities (SEND) Policy
- Supporting Pupils with Medical Conditions Policy
- Children with Additional Health Needs Policy
- Attendance and Punctuality Policy
- PSHE and Relationships and Sex Education Policy
- Admissions Arrangements
- Looked-after Children Policy
- Anti-bullying Policy
- Child Protection and Safeguarding Policy
- Complaints Policy and Procedures

2. Roles and responsibilities

The governing body will:

- Be responsible for ensuring the school complies with the appropriate equality legislation and regulations.
- Take all reasonable steps to ensure pupils and potential pupils will not be discriminated against, harassed or victimised in relation to:
 - Admissions.
 - The way the school provides and education for pupils.
 - How pupils are provided with access to benefits, facilities and services.
 - The exclusion of a pupil or subjecting them to any other detriment.
- Ensure all policies are developed and implemented with appropriate equality impact assessments informing future plans in collaboration with the headteacher.

The headteacher will:

- Implement and champion this policy, ensuring that all staff and pupils are aware of and apply its guidelines fairly in all situations.
- Ensure that all staff receive appropriate equality and diversity training, to ensure they are aware of their responsibilities, as well as to develop their skills and knowledge.
- Review and amend this policy, taking into account new legislation and government guidance, and previously reported incidents, in order to improve procedures.
- Ensure that appropriate counselling is made available for pupils who require immediate interventions, parental assistance and personal counselling.

Staff will:

- Be alert to the possible harassment of pupils and parents, both inside and outside of the school, and to deal with incidents of harassment and/or discrimination as the highest priority.
- Carry out their statutory duties relating to equal opportunities and inclusivity, and pertaining to their specific roles.
- Have due regard to the sensitivities of all pupils, and not provide material that may cause offence.
- Act as a role model for equality, diversity and inclusion across the whole school community.

3. Protected characteristics

We will not discriminate against, harass or victimise a pupil, or prospective pupil, because of their:

- Sex
- Race
- Disability, which includes mental health, encompassing prejudiced assumptions, attitudes or behaviours related to mental health
- Religion or belief
- Sexual orientation
- Gender reassignment
- Age

We will not discriminate against a pupil, or prospective pupil, because of a characteristic related to a person, such as a parent, with whom the pupil or prospective pupil is associated.

We will not discriminate against a pupil, or prospective pupil, because of a characteristic which they are believed to have, even if the belief is mistaken.

4. Sex

We will ensure that pupils of one sex are not singled out for different or less favourable treatment from that given to pupils of other sex.

The school will only separate pupils by sex where there is reasonable justification for doing so, e.g. changing for swimming lessons.

Pupils will be offered equal opportunities to undertake any activity in the school.

5. Race and ethnicity

We will ensure that pupils of a specific race and ethnicity are not singled out for different and less favourable treatment from that given to other pupils, regularly reviewing our school practices to ensure that they are fair.

We will ensure that pupils with English as an Additional Language (EAL) are treated equally and fairly, while ensuring they are supported at all times.

We will not segregate pupils on the basis of their race or ethnicity, understanding that claims of 'separate but equal' will not be tolerated, and that such actions will always be viewed as direct discrimination.

6. Disability

We will ensure that pupils with disabilities are not singled out or treated less favourably than other pupils simply because they have a disability, which includes any mental health issue, regularly reviewing our school practices to ensure they are fair.

We will ensure that we do not discriminate against pupils with disabilities because of something which is a consequence of their disability.

We will make any reasonable adjustments, and provide any auxiliary aids, necessary to ensure the full inclusion of pupils with disabilities, especially where the pupil also has SEND but does not have an Educational Health Care Plan (EHCP).

We will meet our duty to undertake accessibility planning for pupils with disabilities and ensure that an Accessibility Plan is implemented and reviewed where necessary.

Our schools Special Educational Needs and Disabilities (SEND) Policy containing further information addressing equal opportunities for pupils with SEND.

Any medical conditions related to a pupil is fully supported in line with our Supporting Pupils with Medical Conditions Policy.

7. Religion and belief

We will ensure that pupils are not singled out or treated less favourably because of their religion or belief, regularly reviewing our school practices to ensure that they are fair.

Absences in relation to religious observances will be handled in accordance with the school's Attendance and Punctuality Policy.

8. Sexual orientation

We will ensure the children of gay, lesbian or bisexual parents, are not singled out for different or less favourable treatment from that given to other pupils, regularly reviewing our school practices to ensure that they are fair.

We will educate pupils on positive relationships, families and gender identities through our PSHE lessons which will be taught in accordance with our PSHE including Relationships, Sex and Health Education Policy.

9. Looked-after children (LAC)

Looked-After Children (LAC) and Previously Looked-After Children (PLAC) will be given the highest priority for admissions, as per the requirements of Warwickshire County Council's Admissions Policy.

We will ensure that pupils are not singled out or treated less favourably because they are looked after, or have previously been looked after, by the state.

A Personal Education Plan (PEP) will be created and implemented for all LAC and PLAC, to ensure that their education and development needs are fully covered, including appropriate transition and catch-up support to ensure that they do not fall behind.

We will ensure that any Special Educational Need and Disability that Looked-After Children or Previously Looked-After Children have are duly taken into account and addressed, whether this is with or without an EHCP.

The school adheres to our Looked-After Children (LAC) Policy containing further information addressing equal opportunities for LAC.

10. The curriculum

We will ensure that the curriculum is as balanced as possible, and delivered in such a way that prevents discrimination and the promotion of prejudicial stereotypes.

We respect all children as individuals with their own abilities, difficulties and attitudes combating any form of prejudice and stereotyping that may occur. We aim to help each child to develop a sense of identity. In order to support the development of cultural and personal identities, the culture of the home should be integrated with the culture of the school and not seen as a separate entity. "The curriculum should reflect many elements of that part of life where a child lives outside school" (Bullock Report). Parents, friends and experts are invited into school to tell us about, and share with us, their experiences, way of life and culture. These visits are always monitored by staff to protect the children against extremist views, particularly radicalisation.

The festivals and special occasions of all major cultures and religions are celebrated, along with British traditions, at appropriate times throughout the year. This is to give a world view and to demonstrate the contributions made by everyone to the society we all live in and share.

Pupils will be encouraged to develop a positive attitude towards all members of the community, valuing the unique insights that everyone can bring.

Whenever possible, staff will ensure that the resources used in all curriculum areas represent people from different cultures, faiths, family make ups and people with disabilities, containing positive images of all groups. Variety should be evident in the morals, stories and information offered to children. Topic books are available giving information about similarities and differences between groups. Books, illustrations and learning materials are chosen to give a

fully representative view of our local society and the wider world, and avoid stereotyping and bias. Displays, artefacts and resources including pupils' work should reflect and promote positive images of our society.

11. Promoting inclusion

We will promote inclusion and equality at our school through:

- Ensuring that pupils are called by their preferred names, which may be different from their legal names, taking into account the correct spelling, structure and pronunciation.
- Ensuring, as far as possible, that our governing body and staff reflect the full diversity of our local community.
- Providing an environment where prejudiced assumptions, attitudes and behaviours are continually challenged.
- Instilling in pupils an awareness of prejudice, giving them confidence that it can, and must, be eradicated.
- Providing a variety of educational visits that expose pupils to a wide range of cultural experiences.
- Ensuring equal access to opportunities, such as extracurricular activities and the curriculum.
- Taking care in the use of language and the choice of resources, so that teaching and non-teaching staff avoid reinforcing stereotypical views of society.
- Valuing the cultural experiences and contributions of all pupils, regardless of any protected characteristic that they may have.
- Communicating our policy to parents to gain their understanding, agreement and support for its provisions.
- Promoting equality of opportunity within the wider society.

12. The Public Sector Equality Duty

We will meet our duty to publish:

- Our School Equalities Information annually to meet the Public Sector Equality Duty, taking into account the specific circumstances surrounding pupils who have any of the protected characteristics outlined in [section 3](#).
- Equality objectives (at least every four years) outlining how we may further equality in our school.

There are some protected characteristics where statistical data is less likely to be readily available, and pupils will not be pressured into providing information related to any characteristic which they may identify with.

13. Bullying and discrimination

Our Anti-bullying Policy: Pupils will be used in conjunction with this policy in order to prevent, and effectively deal with, any discriminatory incidents.

Any incidents of a child protection or safeguarding nature will be reported, recorded and investigated following the process in our Child Protection and Safeguarding Policy.

It the responsibility of the headteacher to decide whether it is appropriate to notify social services and/or the police of any incident.

Concerns with regard to the handling of bullying and discrimination incidents will be dealt with via the procedures outlined in our Complaints Policy and Procedures.

14. Staff training

New staff will receive relevant training on the provisions of this policy.

Whole-school staff training will be delivered and will:

- Ensure all staff are aware of, and comply with, current equalities legislation and government recommendations.
- Ensure all staff are aware of their responsibilities and how they can support pupils with protected characteristics.
- Provide support for teachers to effectively manage any discrimination towards pupils with protected characteristics.
- Provide up-to-date information on the terms, concepts and current understandings relating to each of the protected characteristics.
- Develop appropriate strategies for communication between parents, educators and pupils about any issues related to a protected characteristic.
- Ensure that the school is aware of, and participates in, relevant awareness days and campaigns, such as Black History Month, World Disability Day, and International Women's Day.

15. Monitoring and review

This policy will be reviewed every **3 years** by the headteacher and governing body. Any amendments will be duly communicated to relevant stakeholders.

The scheduled review date for this policy is **September 2024**.