



Elmsleigh Infant and Nursery School

Equal Opportunities and Diversity Policy

FINAL

JANUARY 2022

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Elmsleigh Infant and Nursery School

Equal Opportunities and Diversity Policy

JANUARY 2022

This policy applies to all children, parents, carers, staff, volunteers and students in school.

This policy extends to the schools recruitment and admission procedures.

This policy takes account of:

The Education and Inspections Act 2006.

Employment Equality (Age)

Discrimination Regulations 2006

Disability Discrimination Act 2005

Equality and Human R

Rights Commission directives

The Equality Act 2010

Human Rights Act 1998

Children and Families Act 2014

The SEN Code of Practice 2014

Disability Equality

Professional protocol agreement

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019

This policy is to be read in conjunction with all other policies. Please particularly cross refer to the following:

- Admissions
- Anti-Bullying
- Acceptable Use of ICT
- Assessment, Reporting and Recording
- Behaviour
- Complaints Procedure Grievance
- Curriculum
- Administering Medicines
- Health and Safety
- Bereavement and Family Trauma
- PSHE and Citizenship (Personal, Social and Health Education)
- Circle Time
- Risk Assessments
- Safeguarding policy
- Special Educational Needs
- RSHE
- Safeguarding
- Mental health and well-being

Elmsleigh Infant and Nursery School is inclusive; we focus on the well-being and progress of every single child and we are committed to ensuring all members of our community are of equal worth.

We believe that the Equality Act (2010) provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people. It also ensures that we continue to tackle issues of disadvantage and underachievement. 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.

Our approach to equality is based on 7 key principles

1.
All learners are of equal value. Whether or not they have SEND, whatever their ethnicity, culture, economic background, national origin or national status, whatever their gender and gender identity, whatever their religious or non-religious affiliation or faith background and whatever their sexual orientation.
2.
We recognise, respect and value difference and understand that diversity is a strength. We take account of differences and strive to remove barriers and disadvantages which people may face, in relation to background, disability, ethnicity, gender, religion, belief or 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 here.
3.
We foster positive attitudes and relationships. We actively promote positive attitudes and mutual respect between groups and communities different from each other.
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 wider community and to feel that they are respected and able to participate fully in school life.
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.
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.
7.
We work to raise standards for all pupils, but especially for the most vulnerable. We believe that improving the quality of education for the most vulnerable groups of pupils raises standards across the whole school.

Our Core Values

At Elmsleigh, we have a culture of achievement through a safe and magical learning environment. We have established 6 Core Values which underpin Elmsleigh:

All adults promote these values:

- ◆ Responsibility
- ◆ Respect
- ◆ Compassion
- ◆ Resilience
- ◆ Community
- ◆ Ambition

Our Intent Statement

- ▶ *At Elmsleigh Infant school our intention is for **every single child** to have the knowledge, skills and purposeful experiences to provide them with the foundations to build a brighter future.*
- ▶ *We believe that creating a magical, nurturing, safe and compassionate learning environment can enable our children to be responsible and respectful citizens who are ready for the next stage in achieving their ambitions as independent learners.*
- ▶ *Elmsleigh is on a mission to change lives every day to ignite learning through passion, motivation and commitment to ensure that children reach their full potential.*
- ▶ *Right from the start, we want every child to become confident communicators in order to grow in becoming successful and resilient in all areas of the curriculum and in their wider community. Everything we believe in is underpinned through our clear and consistent approach to teaching phonics through the school.*

Our Equality Objectives 2021 - 2025:

- ▶ *To regularly monitor and analyse pupil achievement and progress by race, gender, economic background (PPG) and disability and act on patterns in the data that require additional support for pupils*
- ▶ *Focus on those arriving in school as low attaining, particularly with speech and language needs*
- ▶ *Build a curriculum which reflects modern Britain and embrace all of its diversity*

Purpose of this Policy

Purpose of the policy The Equality Act 2010 was introduced to ensure protection from discrimination, harassment and victimisation on the grounds of specific characteristics (referred to as protected characteristics). This means that schools cannot discriminate against pupils or treat them less favourably because of their sex (gender), race, disability, religion or belief, gender reassignment, sexual orientation or pregnancy or maternity.

Age and marriage and civil partnership are also “protected characteristics” but are not part of the school provisions related to pupils.

The Act requires all public organisations, including schools to comply with the Public Sector Equality Duty and two specific duties.

The Public Sector Equality Duty or “general duty” This requires all public organisations, including schools to:

- Eliminate unlawful discrimination, harassment and victimisation
 - Advance equality of opportunity between different groups
 - Foster good relations between different groups
- Two “specific duties” This requires all public organisations, including schools to:

1. Publish information to show compliance with the Equality Duty by April 6th 2012
2. Publish Equality objectives at least every 4 years which are specific and measurable by April 6th 2012.

This policy describes how the school is meeting these statutory duties and is in line with national guidance. It includes information about how the school is complying with the Public Sector Equality Duty and also provides guidance to staff and outside visitors about our approach to promoting equality.

What we do to eliminate discrimination, harassment and victimisation

We take account of equality issues in relation to admissions and exclusions; the way we provide education for our pupils and the way we provide access for pupils to use facilities and services.

We are aware of the Reasonable Adjustment duty for disabled pupils – designed to enhance access and participation to the level of non-disabled pupils and stop disabled children being placed at a disadvantage compared to their non-disabled peers.

The Headteacher ensures that all appointment panels give due regard to this policy so that no one is discriminated against when it comes to employment, promotion or training opportunities.

We actively promote equality and diversity through the curriculum and by creating an environment which champions respect for all.

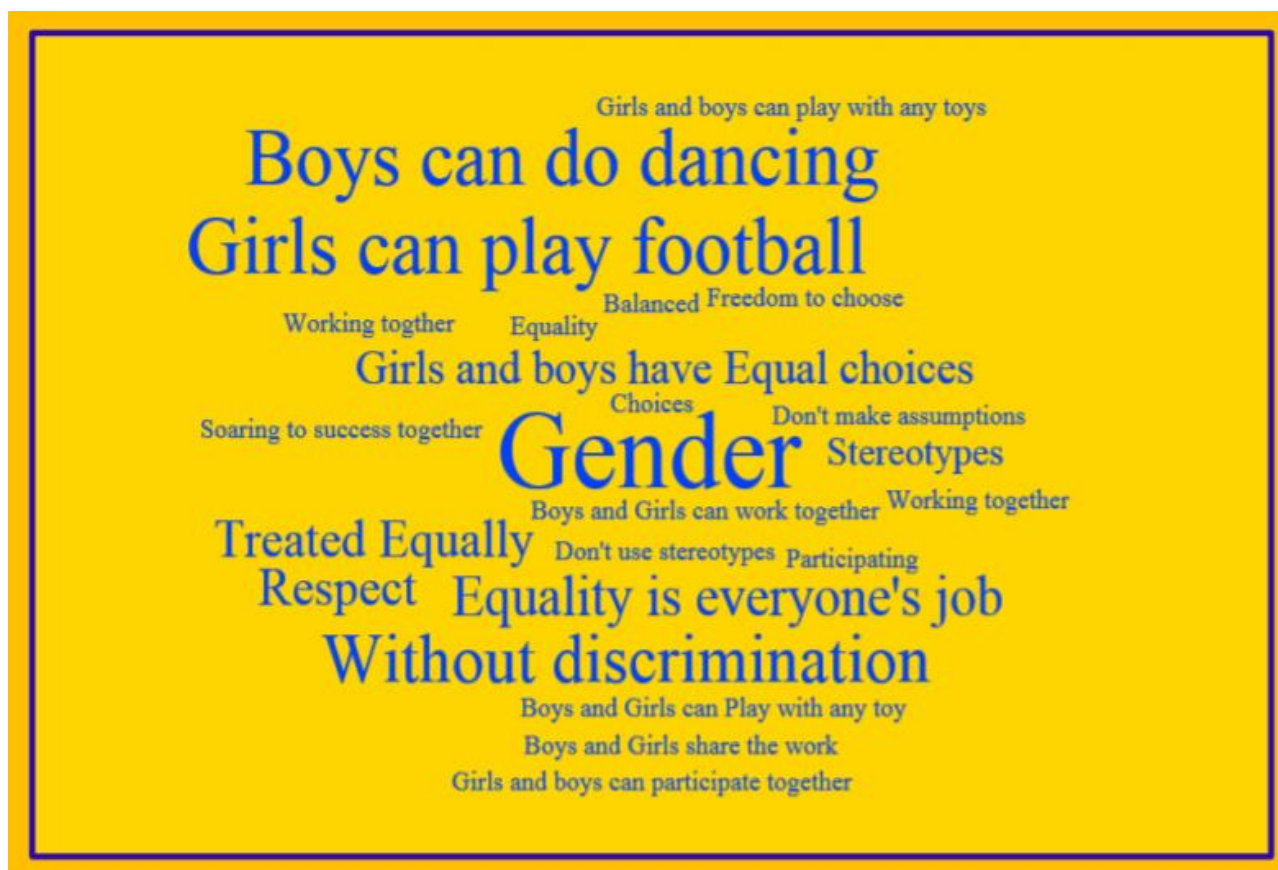
Our admissions arrangements are fair and transparent, and we do not discriminate against pupils by treating them less favourably on the grounds of their sex, race, disability, religion or belief, sexual orientation, gender reassignment, pregnancy or maternity.

Gender Stereotypes

Sex is a protected characteristic under the Equality Act, and we have a responsibility under the Equality Act and the Public Sector Equality Duty to ensure that there is a culture of gender equality woven into our school ethos.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/999239/SVSH_2021.pdf

Staff have received CPD on tackling gender stereotypes as part of their safeguarding training.



Behaviour, Exclusions and Attendance

The school and Esteem's policies on Pupil Discipline & Anti-Bullying and Attendance take full account of the new duties under the Equality Act.

We make reasonable, appropriate and flexible adjustment for pupils with a disability. We closely monitor data on exclusions and absence from school for evidence of overrepresentation of different groups and take action promptly to address concerns.

Addressing prejudice and prejudice based bullying

Elmsleigh Infant and Nursery School challenges all forms of prejudice and prejudice-based bullying, which stand in the way of fulfilling our commitment to inclusion and equality:

- prejudices around disability and special educational needs
- prejudices around race, religion or beliefs
- prejudices around gender and sexual orientation

Staff are made aware of how prejudice-related incidents should be identified, assessed, recorded and dealt with. We treat all bullying incidents equally seriously

What we do to promote equality of opportunity between different groups

We know the needs of our school population very well and collect and analyse data in order to inform our planning and identify targets to achieve improvements. We take action to close any gaps, for example, for those making slow progress in acquiring age-appropriate literacy and number skills. We also ensure children from all groups are challenged to reach higher levels.

We have procedures, working in partnership with parents and carers, to identify children who have a disability through our pupil admissions meetings and home visits prior to entry into EYFS

We collect, analyse and use data in relation to attendance and exclusions of different groups. We use a range of teaching strategies that ensures we meet the needs of all pupils.

We are alert and proactive about the potentially damaging impact of negative language in matters such as race, gender, disability and sexuality.

We ensure equality of access for all pupils to a broad and balanced curriculum, removing barriers to participation where necessary. Our school has accessibility plans that are renewed every 3 years when a significant change has taken place.

We will take positive and proportionate action to address the disadvantage faced by particular groups of pupils with particular protected characteristics, such as targeted support. The actions will be designed to meet the school's Equality Objectives.

Monitoring

Our attainment records, including attainment and progress of vulnerable groups are monitored at Governor and Trust level.

Attendance data is scrutinised at Governor and Trust level, with specific regard to vulnerable groups Data regarding exclusions and behaviour is scrutinised at Governor and Trust level.

We have a rolling programme for reviewing school and MAT policies.

The implications for equalities in new policies and practices are considered before they are introduced.

Minutes of meetings are kept where equalities issues are discussed.

Carry out and analyse regular Pupil Voice meetings to ensure that the child's view is heard.

In order to ensure that the work we are doing on equalities meets the needs of the whole school community we:

- Review relevant feedback from parent questionnaires and parents' evening,
- Secure and analyse responses from staff surveys, staff meetings and CPD events
- Review feedback and responses from the children and groups of children from the School Council and Pupil Voice
- Ensure that we secure responses and feedback at Governing Body and Trust level

Reviewing this policy

We review the information about equalities in the policy every four years and make adjustments as appropriate. Further amendments may occur with changes in legislation or as the need arises.

Roles and Responsibilities

Esteem Trust is responsible for ensuring that the school complies with legislation and all Trust wide policies. They also review all data with regard to attainment, progress, attendance and behaviour.

The Governing Body

The school's governing body (along with Esteem) ensures that this policy and its related procedures and action plans are implemented. The MAT and governing body committee keeps aspects of the school's commitment to the Equality Duty under review, for example, in terms of standards, curriculum, admissions, exclusions, personnel issues and the school environment. Equalities objectives are set every four years by the school.

The Headteacher

The Headteacher 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 and reporting these as appropriate

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 prejudice-related incidents that may occur
- Plan and deliver curricula and lessons that reflect the school's principles, for example, in providing materials that give positive images in terms of race, gender and disability
 - Maintain the highest expectations of success for all pupils irrespective of race, religion, gender, economic background, disability etc.
- Support different groups of pupils in their class through differentiated planning and teaching, especially those who may (sometimes temporarily) find aspects of academic learning difficult
- Keep up-to-date with equalities legislation relevant to their work.

Visitors

All visitors to the school, including parents and carers are expected to support our commitment to equalities and comply with the duties set out in this policy. We will publish this policy on our website to enable them to do this.

Equal Opportunities for Staff

This section deals with aspects of equal opportunities relating to staff. We are committed to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing and employment.

- All staff appointments and promotions are made on the basis of merit and ability and in compliance with the law.
- We are also concerned to ensure wherever possible that the staffing of the school reflects the diversity of our community.
- As an employer, Esteem strives to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce.
- We respect the religious beliefs and practice of all staff, pupils and parents, and comply with reasonable requests relating to religious observance and practice.
- 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.

Success Criteria

Equal opportunity and the effectiveness of inclusive practices that promote and value diversity and difference will be monitored and evaluated in the following areas to identify the need for greater focus

1. Playground/classroom interaction
2. Displays in school – Learning environment review
3. Perceptions of parents/carers and pupils e.g. through questionnaires, pupil voice, school council
4. Teaching styles and differentiated work/activities – through scrutiny of planning and work
5. Use of resources
6. Teacher assessment and value added information
7. Classroom observations of the quality of teaching and learning – every child a learner
8. Attendance
9. Reports of any incidents of discrimination
10. Monitoring of playground behaviour

Publishing the policy

Once approved by the governing body, this policy will be published on the school website. A paper copy is held by the headteacher and a further copy is available on the staffroom noticeboard.

Complaints

Complaints arising from the operation of this policy will be dealt with in line with Esteem Academy Trust's complaints procedure.

The Head Teacher [Mrs Karen Burton]is responsible for ensuring that this policy is followed.

Any child, parent or member of staff who considers that there has been a breach of this policy should inform the Head Teacher who will investigate the matter and take action, as appropriate (See Complaints Procedure and Grievance Policy)

Policy written by Karen Burton
DRAFT – to be ratified by Governors in January 2022

Date – September 2021

Next review date: September 2025

APPENDIX 1

Strategies used in school to help equal opportunities practice

- Planning activities of a non-stereotypical nature
- Giving children time to talk in class discussions to give everyone opportunity to voice opinion and discuss how they are feeling.
- Encouraging the sharing of experiences.
- Reviewing and updating resources so that appropriate messages are presented to the children.
- Planning role play experiences to include addressing age, disability, race and gender.
- Providing a differentiated curriculum by using classroom approaches that cater for individual differences but which do not make distinctions that have negative effects on children, their learning and development.
- Displays around the school promoting positive equality issues.
- Providing an “entitlement” curriculum which aims to offer the same balanced curriculum and learning experiences to all.
- Children encouraged to think about the exclusion of others and the negative effect it can have.
- Involving children in promise making in the classroom and at a whole school level through the school council.
- Using assembly time and collective worship themes to reinforce equal opportunity issues.
- Using targets and rewards for children to reinforce good behaviour and attitudes.
- Subject leaders to address equality issues within their subject.
- Giving children a voice e.g. through the school council.
- Sharing various religious celebrations throughout the year
- Recognising events which are celebrated Nationally, ie: World Peace Day, Black History month, National poetry day
- Holding Culture Days throughout the year with emphasis on multi-culture as well as Patron Saint days.



APPENDIX 2

Elmsleigh Infant and Nursery School Statement on British Values

BRITISH VALUES STATEMENT - Elmsleigh Infant and Nursery School

British Values

Elmsleigh Infant and Nursery School are a very inclusive school and are proud in celebrating being part of Britain in a culturally diverse society.

We are dedicated in promoting British Values as part of our SMSC curriculum through our school assemblies, Religious Education and PSHE.

We have an ethos which is underpinned by our core values of providing excellence for all regardless of diverse cultures.

Individual Liberty

✓ Within school, our children are taught about the impact of the choices they make in life in a safe and supportive environment. They have choices and life ambitions instilled including the ability to manage risks and achieve their dreams.

✓ Elmsleigh children are taught about consequence and how to solve conflict independently.

✓ Our children are vocal in their beliefs and our highly skilled staff give children the time to talk if they have worries.

✓ We teach children about freedom of speech and rights through Assemblies, collective worship, PSHE and E-safety lessons. Children are regularly taught how to stay safe in the world.

Democracy

✓ We have School Council representatives from each class who help to make Elmsleigh a better place. The school council children make sure that children's opinions and views are heard from their class. Our children take part in pupil interviews on a termly basis to help us to understand perceptions and views about school life.

✓ Class rules are established at the beginning of the school year and are reflected on regularly.

✓ We teach turn-taking and fairness from the Nursery through games, circle time and lessons.

✓ We invite parents to share their views regularly through our open-door policy and hold half termly coffee afternoons based around school issues or new ideas. The Headteacher is available on the school gate every morning; questionnaires and surveys are sent out to parents and carers annually when appropriate.

Mutual Respect

✓ We have established our own Elmsleigh values which are underpinned by British values and help our children to show respect for each other and succeed within their school family.

✓ Our core ethos is underpinned by our strong relationships within our wider community and school family through love and respect. We have created strong links with our local high school and Elderly nursing home.

✓ Children learn about special British and cultural celebrations and events from around the world through the curriculum and assemblies.

✓ We recognise that life is not the same for everyone and support our families with our Early Help Offer and food bank. National and local charities are supported during the year.

Rule of Law

✓ We welcome all new parents and support them through an induction process which includes sharing our high expectations and signing our Home School Agreement.

✓ Elmsleigh has strong links with our local community, including police officers and fire services.

✓ We regularly review behaviour incidents in school and share these with key stakeholders.

✓ Whole-school, class, and playground rules are shared and revisited regularly.

Tolerance of different Faiths and Beliefs

✓ Elmsleigh values both each and every child across school and this is reflected through our inclusive ethos. We provide many opportunities to identify and value the differences and similarities between people regardless of their abilities and cultural background.

✓ We have weekly visitors from our church community who promote key values including belonging, fairness, law and freedom.

✓ Special celebrations in different faiths are taught across the whole school including Diwali, Eid, Christmas, Chinese New Year, Easter and Sukkot.

✓ Faiths and beliefs are embedded into our curriculum offer across the school and children are taught about different cultures on a yearly cycle. We also visit cultural places of worship and our local churches.