

Hillside Infant School



EQUALITY STATEMENT

3-year period covered by the plan: - September 2023 – September 2026

Aims and Values

Hillside Infant School is a welcoming school, where everyone is valued highly and where tolerance, honesty, co-operation, and mutual respect for others are fostered. We are committed to the development of the whole child within a supportive, secure, and creative environment. A broad, balanced, and appropriate curriculum provides equal opportunity for all pupils regardless of race, disability, gender identity, age, pregnancy and maternity, marital status, family circumstances, religion or belief and sexual orientation. We endeavour to promote positive relationship with parents, governors, and member of the wider community.

At Hillside Infant School we aim to promote equality and tackle and form of discrimination and activity promote harmonious relations in all areas of school life. We seek to remove any barriers to access, participation, progression, attainment, and achievement. We take seriously our contribution towards community cohesion.

We aim to:

- Provide a learning environment where all individuals see themselves reflected and feel a sense of belonging.
- Prepare children for life in a diverse society in which children are able to see their place in the local, regional, national and international community.
- Include and value the contribution of all families to our understanding of equality and diversity.
- Provide positive non-stereotyping information about different groups of people regardless of gender identity, ethnicity, disability, sexual orientation, religion, or belief.
- Plan systematically to improve our understanding and promotion of diversity.
- Actively challenge discrimination and disadvantage
- Make inclusion a threat which runs through all our activities.

To achieve these aims we will.

- Involve stakeholders in the development, review, evaluation and impact assessment of all relevant policies and procedures.
- Publish and share our policies with the whole community.
- Collect and analyse data to ensure all groups are progressing well and no group is subject to disadvantage.

- Use all available information to set suitable learning challenges for all, respond to pupils' diverse needs and overcome any potential barriers to learning.
- Ensure that the wider school curriculum makes explicit and implicit provision to promote and celebrate diversity.
- Have high expectations of behaviour which demonstrates respect to others.

Equalities information

We recognise that we have duties under the Equality Act 2010 in relation to the school community to:

- Eliminate unlawful discrimination, harassment and victimisation and other conduct under the Act
- Advance equality of opportunity between people who share a protected characteristic and those who do not.
- Foster good relations between people who share a protected characteristic and those who do not.

Principles

To fulfil our legal obligations, we are guided by a number of principles that reflect the value we place on all children, their families and our staff to ensure that we treat them equally and in a way that reflects their individual needs.

All pupils, families and staff are of equal value.

We see all children, their parents and carers, and staff as of equal value.

- Whether or not they are disabled
- Whatever their ethnicity, culture, national origin, or national status
- Whatever their gender and gender identity
- Whatever their religious and non-religious affiliation or faith background
- Whatever their sexual orientation
- Whatever their marital status
- Whether they are currently or pregnant or have recently given birth
- Whatever their age

We recognise and respect difference.

We recognise that our policies, procedures and activities must not discriminate but must take account of diversity and the kinds of barriers and disadvantages that staff, parents/carers or pupils may face in relation to their protected characteristics.

- Disability - we note that reasonable adjustments may need to be made.
- Gender (including transgender) – we recognise that girls and boys, men and women have different needs.
- Religion or belief – we note that reasonable requests in relation to religious observance and practice may be made and complied with
- Ethnicity and race – we note that all have different experiences as a result of our ethnic and racial backgrounds.
- Age – we value the diversity in age of staff, parents and carers.

- Sexual orientation – we respect that individuals have the right to determine their own sexual identity and that they should not experience disadvantage as a result of their preference.
- Marital status – we recognise that our staff, parents and carers may make their own personal choices in respect of personal relationships and that they should not experience disadvantages as a result of the relationship they have.
- Pregnancy and maternity – we believe that our staff, parents and carers should not experience any unfair disadvantage as a result of pregnancy or having recently given birth.

We foster positive attitudes and relationships, and a shared sense of cohesion and belonging.

- We intend that our policies, procedures and activities should promote.
- Positive attitudes and interaction between groups and communities different from each other.
- An absence of harassment, victimisation and discrimination in relations to any protected characteristics.

We observe good equalities and practise in relation to staff.

We ensure that our policies and practices for all staff and potential staff throughout the employment lifecycle, i.e. from recruitment through to the cessation of employment and beyond, are applied fairly and consistently across all groups with full respect for legal right, taking into account aspects applicable to particular groups (e.g. duty to make reasonable adjustments for disabled staff).

We aim to reduce and remove inequalities and barriers that already exist.

We intend that our policies, procedures and activities avoid our minimise and possible negative impacts and we aim to reduce inequalities that exist between groups and communities different from each other.

We consult and involve ensuring views are heard.

In our development of policies, we engage with groups and individuals, including pupils who are affected by a policy or activity to ensure that their views are taken into account. For policies and activities affecting pupils, we will take account of views expressed by children through the school council, for parents, through parent governor or representation and for all staff, through staff governors' representation. Where necessary, we will consult more widely with specific groups.

We aim to foster greater community cohesion through the development of the spiritual moral, social and cultural understanding of our children.

We intend that our policy, activities and curriculum foster greater social cohesion and provide for an equal opportunity to participate in public life irrespective of the protected characteristics of individuals and groups.

We set ourselves specific and measurable equality objectives.

We develop measurable objectives based on the evidence that we have gathered and the engagement we have encourage by others.

Objective 1: Undertake an analysis of curriculum, educational visits and school events with regard to the protected characteristics to ensure that the protected characteristics are represented in our curriculum.

Objective 2: upskill all members of staff on equal opportunities and non-discrimination including members of staff and governing body involved in recruitment and selection.

Objective 3: to foster positive attitudes and relationship by ensuring children and taught the protected characteristics creating a shared sense of cohesion and belonging.

Application of the principles within this statement:

The principles outlined in this statement will also be applied and reflected in

- The delivery of the school curriculum
- The teaching and learning within the school.
- Our practise in relation to pupil progress, attainment and achievement
- Our policies and practise in relation to attendance
- Our policies and practice in relation to staff
- Our care, guidance and support to pupils, their families and staff
- Our policies and practice in relation to pupil behaviour, discipline and exclusions
- Our partnership working with parents and carers.
- Our contact with the wider school community

Address prejudice and prejudice related bullying

The school is opposed to all forms of prejudice including but limited to, prejudice related to protected characteristic. We will ensure that prejudice related incidents in relation to staff and pupils are recorded and dealt with appropriately.

Roles and responsibilities

All staff are expected to work in accordance with the principles outlined in this statement to

- Promote an inclusive and collaborative ethos in their practice.
- Deal with any prejudice related incidents that may occur and report them.
- Plan and deliver the curriculum and lessons.
- Support pupils in their class who have additional needs.

Approved by Governors: February 2024

Review Date: September 2026