

Equality, Diversity and Inclusion Policy

“Small School with a Big Heart”

Introduction

High Green Primary School is committed to promoting equality, inclusion and diversity for all members of its community. We value the unique contribution of every pupil, family, member of staff and governor, and seek to ensure that everyone is treated with dignity, respect and fairness.

This policy sets out how the school meets its duties under the Equality Act 2010, including the Public Sector Equality Duty, and how equality and inclusion are embedded in school life, employment practice and the curriculum.

Legal Framework

In putting together this Single Equality Scheme in the form of our Equality, Diversity and Inclusion Policy, we are responding to the introduction of the Equality Act 2010. This replaces all previous policies and legislation relating to Race Equality, Gender Equality and Disability Equality.

This policy has been devised to enable High Green Primary School to meet its general duty in:

- Eliminating unlawful discrimination, harassment, victimisation and other prohibited conduct
- Advancing equality of opportunity between those who have a protected characteristic and those who do not.
- Fostering good relations between those who have a protected characteristic and those who do not.

We do this by:

- Providing a secure environment in which all of our children can flourish and in which all contributions are valued.
- Providing a safe environment where children and families feel comfortable in sharing their worries and concerns.
- Providing everyone with a sound understanding and knowledge of differences between groups and individuals.
- Being open and honest with children and giving them the freedom and security to question and explore issues in an age appropriate manner.
- Not being afraid to challenge views of racism, inequality and discrimination.
- Working effectively with outside agencies to ensure children and families have access to appropriate care and support.
- Including and valuing the contribution of all families to our understanding of equality and diversity.
- Providing positive non-stereotyping information about gender roles, diverse ethnic and cultural groups and people with disabilities.
- Reviewing our knowledge and understanding of issues of anti-discriminatory practice, promoting equality and valuing diversity.

Aims

Equality and Diversity is about making a difference to the lives of the people we serve, treating all people with dignity and respect, and recognising the value of each individual. We are committed to ensuring that our services meet the varied and individual needs of children and young people in our school, that our employment practices are fair and promote equality and that we respect the wide variety of lifestyles and cultures, locally and nationally. We aim to prepare children and young people for living within a diverse society with increasing global connections and controversial issues. We work hard to build strong and trusting relationships with our pupils and their families in order to harness their engagement and enjoyment in all aspects of school life. We recognise that pupils and family members may experience a range of different needs during different times in their lives and we endeavour to meet these needs by working in close partnership with relevant agencies.

Our Ethos

High Green Primary School is a small school with a big heart, where every child is known, valued and supported to become the 'best version of themselves'. We are a welcoming and inclusive community of pupils, families, staff and governors, working together to create a safe, nurturing and ambitious environment for all.

Our work is underpinned by four core values, which guide behaviour, relationships and learning across the school:

Be Respectful • Be Responsible • Be Kind • Be Proud

Through these values, we promote high expectations, positive relationships and a strong sense of belonging. We believe that every child has unique strengths and potential, and we are committed to removing barriers so that all pupils can thrive academically, socially and emotionally.

We take a holistic approach to education, recognising that learning is shaped by wellbeing, relationships and life experiences as well as academic achievement. Our curriculum and wider school offer are designed to support children's personal development, resilience, independence and confidence, preparing them for life in modern Britain.

At High Green Primary School, we value the vital role of families and the wider community. We work in partnership with parents and carers, recognising that learning begins at home and is strengthened through trust, communication and shared responsibility.

Positive, respectful relationships sit at the heart of everything we do. We teach children how to build healthy relationships, understand difference, show tolerance and keep themselves safe, including online. British Values are embedded throughout school life, supporting pupils to develop respect for democracy, the rule of law, individual liberty and mutual respect.

We continually strive to be a community where:

- everyone is treated with dignity and respect
- differences are recognised, understood and celebrated
- support is responsive to individual need
- all pupils are encouraged to achieve, contribute and feel proud of who they are

Guiding Principles of Equality, Diversity and Inclusion

- Equal value and access
- Recognising difference and removing barriers
- Fostering positive relationships
- Fair employment and development

Implementation

High Green Primary School is committed to ensuring equality of access, opportunity and treatment for all members of its community.

- Admissions are open to all pupils and are administered fairly and in line with statutory guidance.

- The school does not discriminate against pupils, families or staff on any protected characteristic as defined by the Equality Act 2010.
- Discriminatory behaviour, language or actions by pupils, staff or parents/carers are not tolerated and will be addressed in line with school policies.
- Reasonable adjustments are made to support pupils and families with disabilities or special educational needs, enabling full participation in school life.
- The school works with Sheffield City Council and local partners to ensure access for the whole community.
- Communication is clear, accessible and sensitive to the needs of families who may experience barriers to engagement.
- The school environment, displays and publicity reflect and celebrate diversity.

School Curriculum

Equality, inclusion and diversity are embedded throughout the curriculum and wider school life. The curriculum supports pupils to develop positive self-identity, respect for difference and an understanding of prejudice and discrimination.

This is achieved through:

- creating an inclusive learning environment where pupils feel safe, valued and confident to express views respectfully
- teaching social, emotional and mental health understanding through RHSE and wider curriculum opportunities
- promoting online safety and personal wellbeing
- adapting teaching to meet different learning styles and needs
- ensuring interventions support inclusion without restricting access to the full curriculum
- selecting resources that avoid stereotypes and reflect diverse experiences
- addressing discriminatory behaviour or language promptly and appropriately
- using assessment and attainment data to identify and address barriers to learning
- involving pupils with SEND and their families in regular reviews of provision

Valuing Diversity in Families

High Green Primary School recognises and values the diversity of family structures, cultures and experiences within its community.

- Families are welcomed and respected, and their experiences are valued as part of school life.
- Pupils and families are encouraged to share traditions, celebrations and experiences that reflect their culture and identity.
- Support is provided for families who speak languages in addition to English to ensure full inclusion.
- The school seeks to remove financial barriers to participation and signposts families to appropriate support where needed.

Food and Dietary Needs

The school works in partnership with parents/carers to meet pupils' medical, cultural and dietary needs wherever reasonably possible.

- Dietary requirements are managed sensitively and safely in line with medical guidance.
- The school works closely with its catering provider to ensure appropriate provision.
- Pupils are supported to develop understanding and respect for different food cultures and practices.

Events

School events are planned to be inclusive and accessible to all families.

- Information about events is shared through a range of communication methods to maximise engagement and participation.

Recruitment

High Green Primary School is committed to fair, transparent and inclusive recruitment practices.

- Vacancies are advertised openly and selection is based on clear, objective criteria.
- Applications are welcomed from all backgrounds.
- Safer recruitment checks are completed in line with statutory requirements.
- All job descriptions include a commitment to equality, diversity and inclusion.
- Recruitment processes are monitored to ensure fairness and accessibility.

Staff Training

- ✓ All staff at High Green Primary School will have their professional development needs met in relation to this agenda. This includes staff across all sections (teaching, support, mid-days, office staff, etc) and support that will be provided to meet their training needs as outlined in our Developing Excellence Plan.
- ✓ New and temporary staff will be made aware of our Equality, Diversity And Inclusion Policy and other practices in relation to this.
- ✓ We seek out training opportunities for staff and volunteers to enable them to develop anti-discriminatory and inclusive practices, which enable all children to flourish.
- ✓ We review our practices annually to ensure that we are fully implementing our Equality, Diversity and Inclusion Policy.

Roles and Responsibilities

All who are associated with High Green Primary School have a responsibility for promoting equality and inclusion and avoiding unfair discrimination.

Governors:

- ✓ Provide leadership and drive for the development and regular review of the school's policies
- ✓ Provide leadership and ensure the accountability of the Headteacher and senior leadership for the communication and implementation of school policies.
- ✓ Highlight good practice and promote it throughout the school and wider community.
- ✓ Provide appropriate role models for staff, pupils, Parents / Carers and all other stakeholders.
- ✓ Identify and recognise examples of good practice from the school.
- ✓ Ensure a consistent response to incidents e.g. bullying cases and racist incidents.
- ✓ Ensure that the school carries out the letter and the spirit of the statutory duties and equality legislation.
- ✓ Ensure this policy and its procedures are followed.

Headteacher:

- ✓ Oversee the development and regular review and implementation of equality policies and procedures.
- ✓ Consult pupils, staff and stakeholders in the development and review of the policies.
- ✓ Ensure the effective communication of the policies to all pupils, staff and stakeholders.
- ✓ Ensure that staff are trained as necessary to carry out the policies.
- ✓ Hold subject leaders accountable for equality policy implementation within their subject.
- ✓ Provide appropriate role models for all staff and pupils.
- ✓ Provide opportunities and mechanisms for the sharing of good practice.
- ✓ Take appropriate action in cases of harassment and discrimination and ensure a consistent response to incidents e.g. bullying case, homophobic and racist incidents.

Staff:

- ✓ Proactively following this policy and any associated guidelines.
- ✓ Provide role models for pupils through their own actions.
- ✓ Deal with racist, sexist and homophobic incidents, and tackle other forms of bias and stereotyping.
- ✓ Promote equality and good community relations and avoid discrimination against anyone for reasons of race, colour, nationality, ethnic or national origins, gender, disability, religion or belief, sexual orientation or socioeconomic circumstances.

- ✓ Keep up to date with the law on discrimination and take training and learning opportunities offered to them.

Monitoring and Evaluation

The school monitors equality, inclusion and diversity through the following:

- Pupil attainment and progress, including pupils with protected characteristics and those from vulnerable groups
- Behaviour and exclusion data, analysed by protected characteristics
- Quality of teaching and learning, ensuring high expectations and appropriate challenge for all pupils
- Curriculum content and resources, including the impact of targeted funding such as Pupil Premium and CLA
- Staffing and governance representation, with regard to protected characteristics
- Reported incidents of discrimination, including racist or homophobic behaviour, and the effectiveness of the school's response
- Accessibility and engagement, ensuring the needs of pupils, families and stakeholders are met
- Use of community diversity to enrich learning experiences

The effectiveness of this policy is reviewed annually and formally reviewed every three years, or earlier where required due to changes in legislation or school context.