

MEON INFANT SCHOOL

EQUALITY AND DIVERSITY POLICY

Statement/Principles

The policy outlines the commitment of the staff and Governors to promote equality. This involves tackling the barriers which could lead to unequal outcomes so that there is equality of access and the diversity within the school community is celebrated and valued.

We believe that equality at our school should permeate all aspects of school life and is the responsibility of every member of the school and wider community. Every member of the school community should feel safe, secure, valued and of equal worth. At Meon Infant school, equality is a key principle for treating all people the same irrespective of their gender, ethnicity, disability, religious beliefs/faith tradition, sexual orientation, age or any other of the protected characteristics (Single Equalities Act 2010).

Our commitment to equality and diversity is a fundamental part of our drive towards excellence. We recognise that equality will only be achieved by the whole school community working together – our learners, staff, governors and parents in particular.

Monitoring and Review

The staff member responsible for co-ordinating the monitoring and evaluation is Lynda Daish. She will be responsible for:

- Providing updates on equalities legislation and the school's responsibilities in this regard;
- Working closely with the governor responsible for this area who is Lyuda Wade).
- Supporting positively the evaluation activities that monitor the impact and success of the policy on pupils from different groups, e.g SEN, Children in Care, Minority Ethnic including Traveller and EAL pupils and Free School Meals, in the following recommended areas:
 - Pupils' progress and attainment
 - Learning and teaching
 - Behaviour discipline and exclusions
 - Attendance
 - Admissions
 - Incidents of prejudice related bullying and all forms of bullying
 - Parental involvement
 - Participation in extra-curricular and extended school activities
 - Staff recruitment and retention
 - Visits and visitors

Policy Commitments

Promoting Equality: Curriculum

We aim to provide all our pupils with the opportunity to succeed. To achieve this we will ensure:

- Curriculum planning reflects a commitment to equality;
- The curriculum prepares pupils for life in a diverse society and uses opportunities to reflect the background and experience of pupils and families in the school;
- There will be opportunities in the curriculum to explore concepts and issues related to identity and equality;
- The promotion of attitudes and values that celebrate and respect diversity and challenge discriminatory behaviour and language wherever it occurs;

- The use of images and materials which positively reflect a range of cultures, identities and lifestyles.

Promoting Equality: Achievement

There is a consistently high expectation of all pupils regardless of age, gender, ethnicity, ability, social background and sexual orientation. To secure the best possible outcomes we recognise that:

- Adults in the school will be expected to provide good, positive role models in their approach to all issues relating to equality of opportunity;
- It is important to identify the particular needs of individuals and groups within the school and to use targeted interventions to narrow gaps in achievement;
- A range of teaching methods is used throughout the school to ensure that effective learning takes place at all stages for all pupils.
- All pupils are actively encouraged to engage fully pupils in their own learning.

Promoting Equality: The ethos and culture of the school

- At Meon Infant School, we are aware that those involved in the leadership of the school community are instrumental in demonstrating mutual respect between all members of the school community;
- We strive to achieve a feeling of openness and tolerance which welcomes everyone to the school;
- The children are encouraged to greet visitors to the school with friendliness and respect;
- The displays around the school reflect diversity across all aspects of equality and are frequently monitored;
- Reasonable adjustments will be made to ensure access for pupils, staff and visitors (including parents) with disabilities (this not only includes physical access, but takes account wider access to school information and activities);
- Provision is made to cater for the cultural, moral and spiritual needs of all children through planning of assemblies, classroom based and off-site activities;
- Pupils' views are actively encouraged and respected. Pupils are given an effective voice for example, through the School Council, pupil surveys and there are regular opportunities to engage with pupils about their learning and the life of the school;
- Positive role models are used throughout the school to ensure that different groups of pupils feel welcomed and included.

Promoting Equality: Staff Recruitment and Professional Development

- Most 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 avoid discrimination to ensure equality of opportunity.
- Steps are taken to encourage people from under-represented groups to apply for positions at all levels of the school;
- Access to opportunities for professional development is monitored on equality grounds;
- Equalities policy and practice is covered in staff inductions;
- All supply staff and contractors are made aware of the equalities policy and practice;
- Employment policy and procedures are reviewed regularly to check conformity with legislation and the impact of policies are kept under regular review.

Promoting Equality: Countering and Challenging Harassment and Bullying

- The school counters and challenges all types of discriminatory behaviour and this is made clear to staff, pupils, parents and governors;
- The school has a clear, agreed procedure for dealing with prejudice related bullying incidents and has a nominated member of staff responsible for recording and monitoring incidents;
- The school reports to Governors, parents and LA on an annual basis the number of prejudice related incidents recorded in the school.

Promoting Equality: Partnerships with Parents/Carers and the Wider Community

Meon Infant School aims to work in partnership with parents/carers. We:

- Take action to ensure all parents/carers are encouraged to participate in the life of the school;
- Maintain good channels of communication, e.g. through parent meetings, surveys to ensure parents' views are captured to inform practice;
- Encourage members of the local community to join in school activities and celebrations;
- Ensure that the parents/carers of newly arrived pupils e.g. EAL, or pupils with disabilities are made to feel welcome.

Responsibility for the Policy

In our school, all members of the school community have a responsibility for promoting equalities.

The Governing Body has responsibility for ensuring that:

- The school complies with all equalities legislation relevant to the school community;
- The school's equalities policy is maintained and updated regularly; and that equality schemes are easily identifiable (these may be included within the School Improvement Plan, the school's Accessibility Plan or may be stand alone documents);
- The actions, procedures and strategies related to the policy are implemented;
- The designated Equalities Governor will have an overview, on behalf of the governing body, on all prejudice related incidents or incidents which are a breach of this policy and ensure that appropriate action is taken in relation to these incidents.

The Headteacher and Senior Leadership team has responsibility for:

- In partnership with the Governing body, providing leadership and vision in respect of equality;
- Overseeing the implementation of the equality policy and schemes;
- Co-ordinating the activities related to equality and evaluating impact;
- Ensuring that all who enter the school are aware of, and comply with, the equalities policy;
- Ensuring that staff are aware of their responsibilities and are given relevant training and support;
- Taking appropriate action in response to any prejudice-related incidents.

All school staff have responsibility for:

- The implementation of the school's equalities policy and schemes;
- Dealing with incidents of discrimination and knowing how to identify and challenge bias and stereotyping;
- Ensuring they do not discriminate on grounds of ethnicity and culture, disability, sexual orientation or other groups vulnerable to discrimination.
- Keeping up to date with equalities legislation.

Measuring the Impact of this Policy

The equalities policy and all other relevant policies will be evaluated and monitored for their equality impact on pupils, staff, parents and carers from the different groups that make up our school. The main findings from equality impact assessments will be published for the school community.

USING EQUALITY INFORMATION:

We use the information collected to:

- Evaluate how well we comply with all our duties under the Equality Act
- Assess the potential and actual impact of policies and procedures
- Decide where positive action may be appropriate
- Identify priorities, set equality objectives and update our accessibility plan
- Monitor progress towards meeting these objectives and implementing our accessibility plan
- Inform future action

Current Information shows us that:

Attainment for 15/16 for Expected +

| | READING % | WRITING % | MATHS % |
|--------------------|--------------|--------------|------------|
| Boys | 80 | 66 | 80 |
| Girls | 70 | 65 | 74 |
| SEND (Meon Infant) | 36 | 27 | 27 |
| SEND (National) | 30 | 20 | 30 |

Attendance 15/16:

- The school's absence rate (4.2%) is below the national average of 4.6% for all school and slightly above 4% for primary schools
- There is no significant difference between boys and girls absences - Boys 4.5% - Girls 4.2%
- The schools absence rate for children who are eligible for FSM is 2.4% lower to that of children with no FSM
- Absences for children on our SEN register is equal to the whole school population and slightly lower than national averages 4.6%
- Absences for service children (6) is lower than non service children (174)

Action Plan

Equality Objective No. 1 Racial Equality

To reduce the prejudice and increase understanding of equality through direct teaching across the curriculum.

(The school does not have many racist incidents but that is more reason to act positively and proactively)

| OUTCOMES/ SUCESS CRITERIA | SOURCES OF EVIDENCE |
|--|--|
| <ul style="list-style-type: none"> Racial incidents are rare and children understand that racial harassment or discrimination will not be tolerated | <ul style="list-style-type: none"> Racist Incident Log. Behaviour Log. Lesson / Assembly Planning. Learning walks |

| Activity | Lead | Monitoring and Evaluation |
|--|---|--|
| Facilitate learning about a range of faiths and beliefs. Celebrate different festivals including Eid Extend the range of multicultural books and photographs around the school | RE manager/ Arts manager/ Parental involvement English Manager /Deputy | Children have a deeper understanding about other cultures/ faiths and beliefs. |

Equality Objective No. 2 Disability Equality

To help children become more aware of the range of disabilities and show respect and understanding for people with disabilities

(We value inclusion and want all our pupils to respect each other , show tolerance and understanding, whatever people’s abilities or disabilities)

| OUTCOMES/ SUCESS CRITERIA | SOURCES OF EVIDENCE |
|--|---|
| Children can recognise a range of disabilities. There are specific examples of children having positive interaction with people with disabilities. | <ul style="list-style-type: none"> • Circle time. Photographs. Visitors feedback |

| Activity | Lead | Monitoring and Evaluation |
|--|--|---|
| Further links with charities and organisations that support people with disabilities. Arrange for visitors with disabilities to work with pupils and staff Liaise with and utilise Hearing Impaired and Visually Impaired Teacher Advisers Develop links with local school (Mary Rose) | Deputy /SENCO Deputy Deputy /SENCO Deputy | Children have a deeper understanding about a range of disabilities. |

Equality Objective No. 3 Gender Equality

To promote equality of opportunity and the achievement of high standards regardless of gender.

| OUTCOMES/ SUCESS CRITERIA | SOURCES OF EVIDENCE |
|---|---|
| In raising standards the school is committed to diminishing differences between different and vulnerable groups of children | <ul style="list-style-type: none"> HT and DHT to monitor through regular data analysis and report to Governors |

| Activity | Lead | Monitoring and Evaluation |
|--|---|--|
| Develop the range of fiction and non-fiction books. Choose topic themes/ class texts to fully engage both genders | English Manager /Deputy/ Class teachers | All Children are engaged and motivated to learn with particular attention to SEN boy writers |

Equality Objective No. 4 Community Cohesion

To ensure that all pupils are encouraged to develop greater awareness and understanding of different communities.

| OUTCOMES/ SUCESS CRITERIA | SOURCES OF EVIDENCE |
|---|--|
| The children are more aware of the cultural diversity in our community. | <ul style="list-style-type: none"> Circle time /RE lessons/ PSHE lessons /Assemblies/ Photographs |

| Activity | Lead | Monitoring and Evaluation |
|--|---|---|
| Support Portsmouth FoodBank and Salvation Army with “Christmas presents under the tree” Promote Fundamental British Values Invite people from different faiths into school | Headteacher PHSE manager/ Head RE manager/ Head | SLT to gather pupils views and attitudes through lesson observations and interviews |