



Nottingham
City Council

Hempshill Hall Primary School



Equality and Diversity Policy

Agreed by Governors March 2024 -2028

Legal framework

1. We welcome our duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age (as appropriate), disability, ethnicity, gender, religion and sexual identity.
2. We welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.
3. 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.

Guiding principles

4. In fulfilling the legal obligations cited above, we are guided by nine principles:

Principle 1: All learners are of equal value.

We see all learners, and their parents and carers, 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 or non-religious affiliation or faith background
- Whatever their sexual identity.

Principle 2: We recognise and respect difference.

Treating people equally (Principle 1 above) does not necessarily involve treating them all the same. Our policies, procedures and activities must not discriminate but must nevertheless take account of differences of life experience, outlook and background, and the kinds of barriers and disadvantage which people may face, in relation to:

- Disability, so that reasonable adjustments are made
- Ethnicity, so that different cultural backgrounds and experiences of prejudice are recognised
- Gender, so that the different needs and experiences of girls and boys, and women and men, are recognised
- Religion, belief or faith background
- Sexual identity.

Principle 3: 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 towards disabled people, good relations between disabled and non-disabled people, and an absence of harassment of disabled people

- Positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, religious affiliation, national origin or national status, and an absence of prejudice related bullying and incidents
- Mutual respect and good relations between boys and girls, and women and men, and an absence of sexual and homophobic harassment.

Principle 4: We observe good equalities practice in staff recruitment, retention and development.

We ensure that policies and procedures should benefit all employees and potential employees, for example in recruitment and promotion, and in continuing professional development:

- Whether or not they are disabled
- Whatever their ethnicity, culture, religious affiliation, national origin or national status
- Whatever their gender and sexual identity, and with full respect for legal rights relating to pregnancy and maternity.

Principle 5: We aim to reduce and remove inequalities and barriers that already exist.

In addition to avoiding or minimising possible negative impacts of our policies, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist between:

- Disabled and non-disabled people
- People of different ethnic, cultural and religious backgrounds
- Girls and boys, women and men.

Principle 6: We consult and involve widely.

We engage with a range of groups and individuals to ensure that those who are affected by a policy or activity are consulted and involved in the design of new policies, and in the review of existing ones. We consult and involve:

- Disabled people as well as non-disabled
- People from a range of ethnic, cultural and religious backgrounds
- Both women and men, and girls and boys
- People regardless of sexual orientation

Principle 7: Society as a whole should benefit.

We intend that our policies and activities should benefit society as a whole, both locally and nationally, by fostering greater social cohesion, and greater participation in public life of:

- Disabled people as well as non-disabled
- People of a wide range of ethnic, cultural and religious backgrounds

- Both women and men, girls and boys.

Principle 8: We base our practices on sound evidence.

We maintain and publish quantitative and qualitative information about our progress towards greater equality in relation to:

- Disability
- Ethnicity, religion and culture
- Gender.

Principle 9: Objectives

We formulate and publish specific and measurable objectives, based on the evidence we have collected and published (principle 8) and the engagement in which we have been involved (principle 7), in relation to:

- Disability
- Ethnicity, religion and culture
- Gender.

5. We recognise that the actions resulting from a policy statement such as this are what make a difference.

6. Every four years, accordingly, we draw up an action plan within the framework of the overall school improvement plan and processes of self-evaluation, setting out the specific equality objectives we shall pursue. The objectives which we identify take into account national and local priorities and issues, as appropriate.

7. Our objectives for 2024-28 are:

- To eliminate discrimination, harassment and victimisation we will continue to oppose all forms of prejudice, including, racism, antisemitism, Islamophobia, homophobia, transphobia, biphobia, sexism, ageism and disablism.
- To advance equality of opportunity between different groups by refining the way we collect and analyse data around the new curriculum and assessment frameworks, particularly around specific groups e.g. disadvantaged pupils
- To foster good relations, we want to provide more opportunities for pupils to appreciate their own culture and celebrate the diversity of others.

which we will publish every 4 years alongside our policy with copies available on request in a variety of languages and formats. Appendix 1 identifies our Equality Objectives alongside our action plan and monitoring which will be reviewed on a regular basis and reported at termly meetings of the full governing body.

8. We keep our equality objectives under review and report annually on progress towards achieving them.

The Curriculum

9. We keep each curriculum subject or area under review in order to ensure that teaching and learning reflect the nine principles set out above.

Ethos and organisation

9. We ensure the principles listed above apply to the full range of our policies and practices, including those that are concerned with:

- Pupils' progress, attainment and achievement
- Pupils' personal development, welfare and well-being
- Teaching styles and strategies
- Admissions and attendance
- Staff recruitment, retention and professional development
- Care, guidance and support
- Behaviour, discipline and exclusions
- Working in partnership with parents, carers and guardians
- Working with the wider community.

Addressing prejudice and prejudice-related bullying

10. The school is opposed to all forms of prejudice which prevent it from fulfilling the legal duties referred to in paragraphs 1–3:

- Prejudices around disability and special educational needs
- Prejudices around racism and xenophobia, including those that are directed towards religious groups and communities, for example antisemitism and islamophobia, and those that are directed against travellers, migrants, refugees and people seeking asylum
- Prejudices reflecting sexism and homophobia.

-There is guidance in the staff handbook on how prejudice-related incidents should be identified, assessed, recorded and dealt with.

- We take seriously our obligation to report regularly to the governing body about the numbers, types and seriousness of prejudice-related incidents at our school and how they are dealt with.

Roles and responsibilities

13. The governing body is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and action plans are implemented.

14. A member of the governing body, Melody Hinds Mothobi, has a watching brief regarding the implementation of this policy.

15. 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.

16. A senior member of staff has day-to-day responsibility for co-ordinating implementation of the policy.

17. All staff are expected to:

- Promote an inclusive and collaborative ethos in their classroom
- Deal with any prejudice-related incidents that may occur
- Plan and deliver curricula and lessons that reflect the nine principles listed above
- Support pupils in their class for whom English is an additional language
- Keep up-to-date with equalities legislation relevant to their work.

Information and resources

18. We ensure that the content of this policy is known to all staff and governors and, as appropriate, to all pupils and their parents and carers.

19. All staff and governors have access to a selection of resources which discuss and explain concepts of equality, diversity and community cohesion in appropriate detail.

Religious observance

20. We respect the religious beliefs and practice of all staff, pupils and parents, and comply with reasonable requests relating to religious observance and practice.

Staff development and training

21. 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.

Breaches of the policy

22. Breaches of this policy will be dealt with in the same ways that breaches of other school policies are dealt with, as determined by the headteacher and governing body.

Monitoring and evaluation

23. We collect, study and use quantitative and qualitative data relating to the implementation of this policy, and make adjustments as appropriate.

24. In particular we collect, analyse and use data in relation to achievement, broken down as appropriate according to disabilities and special educational needs; ethnicity, culture, language, religious affiliation, national origin and national status; and gender.

Action Plan 24-28

Equality Objective No 1 To eliminate discrimination, harassment and victimisation - we will continue to oppose all forms of prejudice, including, racism, antisemitism, Islamophobia, homophobia, transphobia, misogyny, biphobia, sexism, ageism and disability.		
Outcomes		Measured
Discrimination and name calling of identified groups of children is reduced		- Pupil voice - Parent voice (questionnaires annually) - Log of incidents
Activity	Lead	Progress Milestones
To ensure that displays in classrooms, hall and corridors promote diversity in terms of race, gender and disability.	SLT Phase Leader	Increased diversity is reflected in school displays and materials for lessons across all year groups.
To identify, respond and report racist, misogynist, homophobic etc. incidents – use log of incidents. To report the figures to the Governing body on a termly basis. Continue to raise awareness of discrimination and promote/weave British Values effectively through all aspects of school life including assemblies and homework projects.	Head Teacher /DHT Governors	Staff – to talk to children about the British Value of Respect and Tolerance Staff, parents and pupils are happy with the effectiveness of response given to incidents. Staff followed guidance consistently and effectively as is outline in our relationships and behaviour policy. Assembly plan supports British Values Governors are informed regularly of any recorded incidents regarding the equality groups. Children can talk about British Values and why they are important to keep everyone happy and safe at school.
To ensure opportunities arranged within school have an appropriate balance between girls and boys particularly in sporting events and opportunities are provided for children with additional needs.	Jack Kendall SLT	Trackers show a good representation between girls and boys and those with additional needs. All children also have access to after school clubs

Equality Objective No. 2 To ensure equality of opportunity between different groups by refining the way we collect and analyse data around the new curriculum and assessment frameworks, particularly around specific groups e.g. disadvantaged pupils.	
Outcomes	Measured
Pupils from all groups attain well and make at least expected progress from their individual starting points	Outcomes for each identified vulnerable groups in each year group

• Outcomes for disadvantages pupils match or exceed other pupils nationally • Outcomes for LAC and post LAC pupils continue to improve and any attainment gaps are closed. Pupils' individual needs are addressed, particularly those most vulnerable including disadvantaged, SEND, LAC		• Outcomes at the end of Foundation Stage, KS1 and KS2 • Progress of SEND pupils working below their key stage
Activity	Lead	Progress Milestones
Monitor pupil outcomes across the school and alert individual teachers, year groups and school leaders where potential under-performance is identified	Head Teacher Deputy Head Teacher Phase Leaders SENCO	Termly assessments HT report to Governors
To monitor and analyse pupil achievement and progress by race, gender and disability and act upon any trends or patterns in data which require additional support or intervention	Head Teacher Deputy Head Teacher Phase Leaders	Pupil achievement and progress for equality groups and vulnerable groups is in line with national, and where there are gaps these are narrowed through effective monitoring and intervention.
Ensure the curriculum reflects our diverse community and that children can 'see themselves' within it.	SLT	All school events and pupil roles of responsibility have pupils from all groups participating, with monitoring of groups where there is less take up.

Equality Objective No. 3 to foster good relations we want to provide more opportunities for pupils to appreciate their own culture and celebrate the diversity of others		
Outcomes		Measured
• All pupils feel that their cultural heritage is acknowledged and valued • Addressing issues which have had a negative impact on people of different cultural backgrounds		• Pupil voice • Reflected in day to day life in school • Coverage in curriculum – Monitoring Book Looks • Drop-ins • Engagement with family homework projects
Activity	Lead	Progress Milestones
Increase pupil awareness and understanding of different communities and their own heritage-including a Heritage Day and 5 things about me whole school launch	RE Leader PSHE Leader	Children's talk of understanding the local and global community
Carefully consider taught topics to ensure a cultural balance	Curriculum Lead Curriculum subject leaders	Long Term Curriculum plan revised to reflect Hempsill Hall's diverse community. Topics and activities which promote diversity and cultural awareness through the study of People and Places.

		Book Looks reflect our promotion of diversity across the curriculum. Pupil voice- children can confidently talk about different religions and countries.
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