Stanford Infant School Equality & Diversity Policy

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Stanford Infant School Equality & Diversity Policy

1 Introduction and Context

1.1 School Values

Stanford Infant School celebrates friendship, respect, creativity and courage. Our safe and happy learning environment engages, challenges and *inspires* our learners on a journey of learning forever.

'Exploring and Learning Together, Inspiring Each Other'

Stanford Infant School seeks to foster warm, welcoming and respectful environments, which allow us to question and challenge discrimination and inequalities, resolve conflicts peacefully, work, and learn free from harassment and violence. We want all who attend our school to develop a positive sense of belonging and their own identity.

We recognise that there are similarities and differences between individuals and groups but we will strive to ensure that our differences do not become barriers to participation, access and learning and create inclusive processes and practices, where the varying needs of individuals and groups are identified and met. We therefore cannot achieve equality for all by treating everyone the same. We believe we all have equal rights, but may have different needs.

We believe that effective equality practice will contribute to raising aspirations and achievement, keeping children safe from bullying and prejudice and from the dangers of radicalisation and extremism. We actively promote respect between groups of children and young people and prepare them to live and work in a diverse world.

We are committed to the development of cohesive communities both within our school's physical boundaries and within our local, national and global environments. Our school embraces the aim of working together with others to improve children's educational and health and wellbeing outcomes, and notes the rights set out in the UK Convention on the Rights of the Child.

This policy should be read in conjunction with our School Aims. Vision and Values and in particular with:

- Anti-Bullying Policy
- Anti-Racism Policy
- Personal, Social. Health Education (PSHE) Policy , including Relationships and Sex Education (RSE)
- Positive Relationships and Behaviour Regulation Policy

- Pupil Premium Policy
- Special Educational Needs & Disabilities Policy
- Spiritual, Moral, Social, Cultural (SMSC) and British Values Policy

Our Equality and Diversity Policy is inclusive of our whole school community – children, Staff, parents/carers, visitors and partner agencies.

The purpose of this policy is to set out how our practice and policies have due regard to the need to:

- Foster good relations between groups and to promote community cohesion
- Advance equality of opportunity and
- Eliminate discrimination, harassment and victimisation.

It explains how we aim to listen to and involve children. Staff, parents/carers and the community in achieving better outcomes for our children.

1.2 Our School within the Wider Context

Stanford Infant School serves a diverse and vibrant community. We are committed to having knowledge of our school community and frequently analyse data, which provides evidence of the backgrounds of the members of our school community and the attainment and wellbeing of our children and groups of children. We use this data to plan improvements that will benefit our school community.

For information on our school context, see 'Equalities Information and Objectives' on our School Website.

1.3 Our Vision Statement about Equality

This policy sits within the context of our School Aims, Vision and Values. It supports and reinforces the aims of Stanford Infant School, valuing all children equally and as individuals. Through our PSHE and SMSC curricula, we develop children's self-knowledge, self-esteem and self-confidence. We are a culturally and linguistically diverse school and we are proud to promote and celebrate our different backgrounds and beliefs. Our curriculum accurately reflects Britain's diversity to promote a culture of respect for others. We seek to foster a warm, welcoming and respectful environment, which allows us to question and challenge discrimination and inequalities, resolve conflicts peacefully through our Restorative Justice approach, and work and learn free from harassment and violence. We want all children who attend our school to develop a positive sense of belonging and their own identity. Inclusion promotes equal opportunities for all children, whatever their age, gender, ethnicity, attainment and

background. It pays particular attention to the provision made for, and the achievement of, different groups of children within a school and any children who are at risk of disaffection and exclusion. We recognise that there are similarities and differences between individuals and groups but we will strive to ensure that our differences do not become barriers to participation, access and learning and create inclusive processes and practices, where the varying needs of individuals and groups are identified and met. We therefore cannot achieve equality for all by treating everyone the same. We believe we all have equal rights, but may have different needs. We believe that effective equality practice will contribute to raising aspirations and achievements, keeping children safe from bullying and prejudice and from the dangers of radicalisation and extremism.

1.4 Overall Aims of our Equality and Diversity Policy

We will build on our similarities and seek enrichment from our differences and so promote understanding and learning between and towards others to create cohesive communities where everyone feels a sense of belonging. We welcome our equality duties as set out in the Equality Act 2010 and seek to involve the whole school community in order to ensure better outcomes for all. We work to:

- Eliminate discrimination and other conduct that is prohibited by the Act,
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it,
- Foster good relations across all characteristics - between people who share a protected characteristic and people who do not share it.

We recognise that it is unlawful to discriminate against a child, prospective child or a member of staff by treating them less favourably if they have protected characteristics:

- age (staff only)
- sex
- race
- disability (physical or mental impairment which has a substantial and long term adverse effect on that person's ability to carry out normal day to day activities)
- religion or belief or no belief
- sexual orientation
- gender reassignment
- pregnancy or maternity (staff only)
- marriage or civil partnership (staff only).

We have produced an access plan, published on our website, which addresses our statutory duties to:

- increase the extent to which disabled children can participate in the curriculum;
- improve the physical environment of schools to enable disabled children to take better advantage of education, benefits, facilities and services provided; and
- improve the availability of accessible information to disabled children.

2 Our Approach

2.1 Introduction

As well as the specific Equality and Diversity Objectives that are published on our School Website, the school takes a whole school approach to equality, community cohesion and spiritual, moral, social and cultural development. We seek to embed equality of access, opportunity and outcome for all members of our school community, within all aspects of school life. We actively seek out opportunities in and outside of the curriculum to embrace the following key concepts:

- Shared humanity. Identifying commonality and shared values, aspirations and needs underpins our approach to equality. We value our fundamental similarities and universality.
- Valuing difference and diversity. We appreciate the richness within our differences and look for ways of celebrating and understanding them better.
- Interdependence, interaction and influence. We recognise that, as they evolve, distinct cultures, beliefs and lifestyles will impact on and inform each other.
- Social cohesion within our school and within our local community.
- Creativity. We aim to inspire and recognise high personal and collective achievement throughout our community, the UK and the wider world. Creativity is to be found everywhere.
- Personal and cultural identity. We will provide opportunities to explore and value the complexity of our personal and cultural identities.
- Fairness and social justice. We will develop our understanding of the inequality that exists in society and explore ways of individually and collectively promoting a more equitable society.

2.2 Teaching and Learning

We aim to provide all our children with the opportunity to succeed, and to reach the highest level of personal achievement. We also aim to support their spiritual, moral, social and cultural development. To do this, we will:

- Use contextual data to improve the ways in which we provide support to individuals and groups of children;
- Monitor achievement data by the protected characteristics (where possible) and action any gaps;
- Take account of the achievement of all children when planning for future learning and setting challenging targets;
- Ensure equality of access for all children and prepare them for life in a diverse society;
- Use materials that reflect the diversity of the school, population and local community in terms of the protected characteristics, without stereotyping;
- promote acceptance and engagement with the fundamental British Values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain;
- Provide opportunities for children to appreciate their own identity and culture and celebrate the diversity within our school community, the local context and wider;
- Seek to involve all parents/carers in supporting their child's education;
- Encourage classroom and staffroom discussion of equality issues which reflect on social stereotypes, expectations and the impact on learning;
- Include teaching and classroom-based approaches appropriate for the whole school population, which are inclusive and reflective of our children.

2.3 Support for Children

2.3a Reasonable Adjustments and Auxiliary Aids

Stanford Infant School is an inclusive school and we provide reasonable adjustments for children with Special Educational Needs or Disabilities, including auxiliary aids and services for disabled children where necessary. We will also consider potential adjustments, which may be needed for disabled children generally, as it is likely to anticipate for children in the future.

The reasonable adjustments duty is owed to disabled children, as defined in the Equality Act 2010. The Act says that a child has a disability if he or she has a physical or mental impairment that has a long-term and

substantial adverse effect on his or her ability to carry out normal day to-day activities. Physical or mental impairment includes sensory impairments such as those affecting sight or hearing. The definition of disability is explained in more detail in Chapter 5 of the Technical Guidance for Schools in England. This and more guidance on the definition of disability is available online at www.equalityhumanrights.com Some disabled children will also have Special Educational Needs (SEN) and may be receiving support via school-based SEN provision or have a statement of SEN or an Education, Health and Care Plan (EHCP). The fact that a disabled child has SEN, an SEN Statement or EHC Plan does not take away a school's duty to make reasonable adjustments for that child. In practice, of course, many disabled children who also have an SEN Statement or EHC Plan will receive all of the support they need through the SEN Framework and there will be nothing extra that the school has to do. However, some disabled children will not have SEN and some disabled children with SEN will still need reasonable adjustments to be made for them, in addition to any support that they receive through the SEN Framework.

2.3b Pastoral Support

We provide a range of pastoral support to ensure all children are safe and happy at school; this includes:

- A strong Personal, Social, Health and Economic Education (PSHE) and Religious Education (RE) curriculum and approach to personal development;
- Learning Mentor Support – targeted support for emotional well-being and social development, e.g. nurture groups, social skills and friendship groups and attachment needs;
- Weekly School Counselling Sessions;
- Early Help Framework around families as required;
- Provision Maps; highlighting specific pastoral interventions where necessary;
- Health Care Plans;
- Playtime/Lunchtime Clubs;
- Playtime/Lunchtime Buddies
- Circle Times
- Nurture Groups
- A commitment to Whole School Safety Strategies: 'Bubble Time', 'Stop it, I don't like it', 'Ready, Steady, Go!'
- School and Eco Council
- Weekly Staff Meeting Time for Vulnerable Pupils

2.4 Admissions

Arrangements for the admission of children to our school are made by the Local Authority. Admissions arrangements are fair and transparent, and do not discriminate on any of the protected characteristics (see Admissions Policy). For all state maintained community schools the Local

Authority is the admission authority. Local authorities / schools must not discriminate against children in admissions or in their day-to-day operations, such as in the allocation of children to particular classes, there are a few exceptions:

• Some aspects of admissions to schools which are of a religious character are not covered (currently all schools of a religious nature are voluntary aided)
• School curriculum and collective worship are not covered by legislation affecting discrimination on grounds of religion or beliefs
• Schools may treat disabled children more favourably than others if it prevents them being at a disadvantage
• Age discrimination legislation does not apply to the treatment of children or provision of education.

2.5 Exclusions

Exclusions will always be based on the School's Positive Relationships and Behaviour Regulation Policy. We will closely monitor exclusions including of groups of children to avoid any potential adverse impact and ensure any discrepancies are identified and dealt with.

2.6 Religious Observance

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

2.6b Additional Areas of Practice

For our vision to be effective, everyone who learns and works in the school will be involved in the promotion of Social, Moral, Social and Cultural (SMSC) development; thus we are committed to a whole school approach. Children's SMSC development is closely connected to the positive ethos and values of our school.

- Further detail of how the school promotes British Values is included in our SMSC & British Values Policy.
- Key Drivers for our curriculum are Enquiry, Creativity, Collaboration, Communication, The Environment, The Arts, Emotional Awareness, Pride and Citizenship.
- Assemblies link to our key areas of practice including the School's Golden Values, Restorative Justice and the Characteristics of Learning.
- We take a proactive approach to the engagement of all families through our Class Rep System.
- We take a proactive approach to the engagement with EAL families through close liaison with EMAS and regular EAL Coffee Mornings.

- We ensure the accessibility of all children to all school activities including trips and clubs.
- A range of adjustments have been made to our buildings to support accessibility and the inclusion of all children. For example, providing disabled toilet facilities and child changing facilities

2.7 Hiring out our Premises

Our Equality Policy includes Governors, and members of the public who use and find themselves on school premises as part of the business of the school.

If our premises are used by other organisations to run activities or provide services, which are not connected with the school, then we are not responsible for the activities or services provided. However, we will do our best to ensure through our Lettings Policy that groups contravening the School Values and Equality & Diversity Policy will not be permitted to hire rooms or use our grounds. A copy of our Lettings Policy and Procedures can be found on our School Website.

3 Our Staff

We comply fully with legislation, which protects our staff (including teachers, teaching assistants, supervisors and student teachers) from discrimination based on the protected characteristics. With regard to disability, we make such reasonable adjustments as are necessary to prevent a disabled person being at a substantial disadvantage in comparison with people who are not disabled.

This includes discrimination in relation to recruitment, terms and conditions, promotions, transfers, dismissals, training and employment practices (such as dress codes) and disciplinary procedures. We make efforts to ensure that the diversity of our workforce reflects that of our local community and wider society. In accordance with the Equality Act we do not enquire about the health of an applicant (unless specific requirements are intrinsic to the role) until a job offer has been made or require job applicants to complete a generic 'all encompassing' health questionnaire as part of the application procedure (see the *Safer Recruitment Toolkit* for further guidance).

We will ensure the safety and well-being of our staff and take seriously and act on incidents of harassment and discrimination recognising that our staff may be either victims or perpetrators.

We interpret our duties positively; and will make reasonable adjustments to avoid disadvantage and we will work hard to ensure a safe, positive and inclusive environment.

There are some specific exceptions to the religion or belief provisions of the Equality Act for employment by schools designated as having a religious character. See Department of Education Website for further guidance on this:
http://www.education.gov.uk/aboutdfe/policiesandprocedures/equalityanddiversity/a0064 570/the-equality-act-2010
We interpret our duties positively; and will make reasonable adjustments to avoid disadvantage and we will work hard to ensure a safe, positive and inclusive environment. Further support is available within and outside school for particular groups of staff and includes:
Brighton & Hove Council Counselling Scheme.

BME / LGBT / Disabled Workers and Carers Forum Women's Network

Via the Human Resources service purchased from the Local Authority, we have access to advice and guidance on equality matters relating to staff through the intranet, bulletins and advice given by HR professionals. Relevant policies are listed below:

- Safer Recruitment Toolkit (includes equalities in employment issues in schools)
- Schools Absence Management Procedure & Guidance (includes Fact sheets on Absence & Disability and Access to work; Q&As for Managers on Mental Health; Reasonable Adjustment Guidance for Headteachers)
- Whistleblowing Policy Wellbeing Framework (includes guidance on Work-Life Balance, Dignity & Respect at Work and Violence at Work/Incidence reporting) Access to general information on impact on staff of the Equality Act (including the Guaranteed Interview Scheme for Disabled Applicants) Access to main council equality advice through the BEEM

  Our staff team have undertaken training to help them understand their equality duties/and or the differing needs of protected groups within our school community. We have mechanisms in place to identify areas for development.

4 The Roles and Responsibilities within our School Community

Our Head Teacher will:

- ensure that staff, parents/carers, children and visitors and contractors are engaged in the development of and informed about the Equality & Diversity Policy;
- oversee the effective implementation of the policy;
- ensure staff have access to training which helps to implement the policy;
- develop partnerships with external agencies regarding the policy so that the school's actions are in line with the best advice available;

- monitor the policy and report to the Governing Body at least annually on the effectiveness of the policy and publish this information;
- ensure that the Senior Leadership Team is kept up to date with any development affecting the policy or actions arising from it;
- Take appropriate action in cases of harassment and discrimination
- In partnership with Governors deal with breaches of this policy.

Our Governing Body will:

- designate a Governor with specific responsibility for the Equality & Diversity Policy;
- ensure that the objectives arising from the policy are part of the School Development and Improvement Plan (SDIP);
- support the Head Teacher in implementing any actions necessary;
- engage with parents/carers and partner agencies about the policy;
- evaluate and review the policy annually and the objectives every 4 years.

Our Senior Leadership Team will:

- have responsibility for supporting other staff in implementing this Policy;
- provide a lead in the dissemination of information relating to the Policy;
- with the Head Teacher, provide advice/support in dealing with any incidents/issue;
- assist in implementing reviews of this policy as detailed in the SDIP.

Our Children will:

- be involved in the development of the Policy and will understand how it relates to them, appropriate to age and ability;
- be expected to act in accordance with the Policy;
- be encouraged to actively support the Policy.

Our Families will:

- be given accessible opportunities to become involved in the development of the Policy;
- have access to the Policy through a range of different media appropriate to their requirements;
- be encouraged to actively support the Policy;
- be encouraged to attend any relevant meetings and activities related to the Policy;
- be informed of any incident related to this Policy which could directly affect their child.

Our School Staff will:

- be involved in the development of the Policy;

- be fully aware of the Equality Policy and how it relates to them;
- understand that this is a whole school issue and support the Equality Policy;
- model good practice by recognising and challenging prejudice and stereotyping;
- promote equality and avoid discrimination against anyone for reasons of ethnic or national origins, language, culture, religion or belief, disability, gender, sexual orientation or social class;
- respond to and report any equality related bullying and incidents in line with school policy;
- make known any queries or training requirements.

Relevant voluntary or community groups and partner agencies will:

- Be involved in the development of the Policy.
- Be encouraged to support the Policy.
- Be encouraged to attend any relevant meetings and activities related to the Policy.

5 Responding to Harassment, Victimisation and Bullying

For incidents involving staff, individuals should refer to their Line Manager or a member of the Senior Leadership Team.

5.1 Definitions

We recognise that hate incidents and prejudice–based bullying behaviour is driven by negative assumptions, stereotypes or misinformation. These are then directed against an individual or group, based on difference (real or perceived), and linked to, for example, racism, transphobia, homophobia, negative views of disabled people or sexism. We will take action to prevent, challenge and eliminate any such behaviour.

Our Anti-Bullying Policy defines bullying in the following way:

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via social media or the internet) and usually involves an imbalance of power. It can involve verbal taunts, name calling, physical injury, and damage to property, rumour spreading, shunning or ridicule and is often motivated by prejudice against particular groups, for example on grounds of ethnicity, religion, belief, gender or gender identity, sexual orientation or disability, or because a child is in care, has caring responsibilities or mental health issues. It might be motivated by actual differences, perceived differences or as a result of association with someone else.
Adapted from; *Preventing and Tackling Bullying* Advice for Head Teachers, Staff and Governing Bodies, DfE, 2011

We define 'Prejudice related / hate incidents' in the following way:
This is a one-off incident, which is perceived by the victim or any other person, to be motivated by hostility, prejudice or ignorance, based on a person's perceived or actual ethnicity, gender, disability, religion, beliefs, sexual orientation or gender identity or their association with someone from one of these groups. These can also include indirect prejudice driven behaviour that is not targeted at one individual. The impact of this expression of prejudice against an equality group whether intentional or not can be damaging and must therefore be responded to as a prejudice related incident. In some settings prejudice-based incidents are referred to as hate Incidents.

We recognise that we as individuals and society often struggle with difference of any kind (perceived or actual), which can result in seizing upon the most visible sign of difference e.g. skin colour or disability.

Through our school ethos and curriculum, we want our pupils to understand better the diversity that exists in society. We want to provide opportunities for them to explore and understand the complexities of equality issues. We will address the experience, understanding and needs of the victim, the perpetrator, bystanders and the wider school community through our actions and responses.

We are aware of the types of discriminatory incidents that can occur including:

- Physical assault against a person or group because of their colour, ethnicity, nationality, disability, sexual orientation or gender or gender identity, religion or belief;
- Use of derogatory names, insults and jokes;
- Racist, sexist, homophobic or discriminatory graffiti;
- Provocative behaviour such as wearing racist, sexist, homophobic, transphobic or discriminatory badges or insignia;
- Bringing discriminatory material into school;
- Verbal abuse and threats;
- Incitement of others to discriminate or bully due to victim's race, disability, gender, gender identity or sexual orientation, religion or belief;
- Discriminatory comments in the course of discussion;
- Attempts to recruit others to discriminatory organisations and groups;
- Ridicule of an individual for difference e.g. food, music, religion, dress etc.;
- Refusal to co-operate with other people on grounds of race, gender, disability gender identity or sexual orientation, religion or belief.

We will record hate incidents and prejudice based bullying. We will use this information to identify trends and patterns, so that we have approaches in place to provide appropriate responses in terms of support for victims and their families, sanctions and support for perpetrators and their families and education for our children, young people and communities.

Whenever an incident or bullying occurs we will risk assess the target or victim using these four questions.

- Is the victim safe? (if not, consider immediate response)
- Is the victim vulnerable or especially upset?
- Has the victim experienced this prejudice-based incident or prejudice-based bullying before?
- Has the reported incident(s) had an impact on the wellbeing of the victim? Or on a group of individuals such as a family?

We will record hate incidents and prejudice based bullying. We will use this information to identify trends and patterns, so that we have approaches in place to provide appropriate responses in terms of support for victims and their families, sanctions and support for perpetrators and their families and education for our children, young people and communities. Whenever an incident or bullying occurs we will risk assess the target or victim using these four questions.
• Is the victim safe? (if not, consider immediate response) • Is the victim vulnerable or especially upset?
• Has the victim experienced this prejudice-based incident or prejudice-based bullying before?
• Has the reported incident(s) had an impact on the wellbeing of the victim? Or on a group of individuals such as a family?

If the victim or target answers yes to any of the four questions then we will offer the victim or victim's family the option of a referral to the Police or Community Safety Casework Team who will then offer a full Hate and Anti-Social Behaviour Risk assessment and if necessary coordinate a multi-agency response taking into account the victim's wishes. The Community Safety Casework Team can be contacted by calling 01273 292735 or by e-mail at communitysafety.casework@brighton-hove.gov.uk

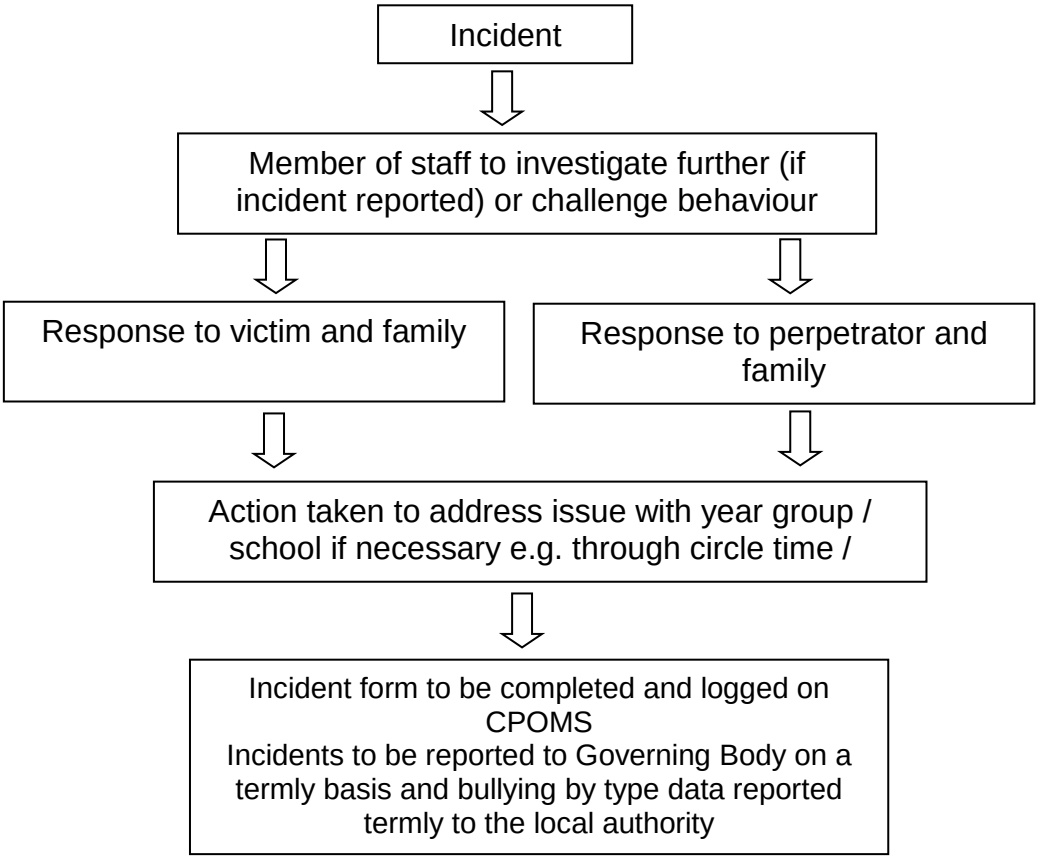
We will also refer community members experiencing hate incidents in their community to this service.

5.2 Reporting, Recording and Responding to Prejudice Based Bullying and Incidents

Please refer to the School's Anti-Bullying Policy; a copy can be found on the 'Anti-Bullying' page on our School Website.

All members of the Stanford Community are familiar with the definitions of bullying behaviour to enable them to effectively report incidents of bullying behaviour, either as a victim, or bystander, or as a confidant. This is especially important in cases where children may not be aware that they are being bullied or are too afraid to report the bullying behaviour themselves.

Children are fully aware that they are able to report an incident of bullying behaviour to any member of staff within the school and that they will always be listened to. They may use Bubble Time as a strategy to do this. Staff will handle all incidents identified as bullying sensitively and seriously. Allegations are investigated quickly and thoroughly and statements from the victim, perpetrator and any bystanders, if appropriate, are recorded accurately.



6 Commissioned Services (buying in services)

Increasingly we are directly responsible for the purchase of goods and services. We work closely with the Local Authority on procurement – buying in services - to ensure that equality issues are given full regard. When buying goods and services from external suppliers, we ask the following questions to help ensure that equality issues and duties are taken into account:

- Could the proposed procurement affect the duty to eliminate discrimination and harassment and to promote equality of opportunity amongst the school community?
- If so, is there a need to include some equality requirement within the contract and what would this be?

We ensure that contract conditions require contractors to comply with the relevant legislation and with our Equalities and Diversity Policy and we require similar compliance by any sub-contractors.

7 Involving the School Community in the Development of Our Equality and Diversity Practice

The development of this policy and of our Equality Objectives involves the whole school community. We endeavour to involve and listen to a wide range of individuals and groups.

Our Children will:

- Feedback and equality and diversity issues through the School Council forum;
- Share input with staff on developing policies and practices relating to this area;
- Be involved in the ongoing development of the Equalities Objectives and Action Plan and will understand how it relates to them, as appropriate;
- Be expected to act in accordance with the policy;
- Be presented with a whole school approach to Personal, Social, Health and Economic (PSHE) and Social, Moral, Spiritual and Cultural (SMSC) education, which is constantly reviewed to meet the needs of the cohort.

Our Staff will:

- Be given opportunities to contribute to and read the policy at a meeting or online;
- Be provided with training as appropriate.

Our School Governors will:

- Ensure that a named Governor is responsible for the Equality and Diversity Policy;
- Ensure our Equality and Diversity Policy is updated regularly and Objectives reviewed every four years.
- Ensure that the associated practice is seem in school during Governor visits.

Our Families will:

- Be given regular opportunities to become involved in the ongoing development of the Policy;
- Have access to the Policy through a range of different media appropriate to their requirements;
- Be encouraged to actively support the Policy;
- Be encouraged to attend any relevant meetings and activities related to the Policy;
- Be informed of any prejudice driven incident which could directly involve their child.

Minority, Marginalised and Potentially Vulnerable Groups:
Brighton and Hove is an increasingly diverse City that has within it communities with different religious and non-religious beliefs and worldviews. We support our children to support sensitive issues and serious events that impact on our communities. We aim to develop our knowledge and understanding of our local community in order to contribute to improving community and social cohesion and approaches to equality.

Originally, the development of our Policy was through a focus group, which involved all stakeholders, and it is hoped this will be developed further, appropriate to the current context of the school. We will make every effort to engage and consult with a range of faith and community leaders, parents and carers and children in order to inform policy and developments.

Our Partners in the Community:
- We will develop links with members of our community, for example, we have established links with our linked Junior School and St Luke's Church.

Ongoing:
- We will enlist ideas and suggestions from all stakeholders;
- We will listen to those within our community who are able identify new areas of work, improve existing approaches and focus our energy where it is required.
- We will continue to gather responses through the following channels of communication:
  - Newsletters
  - Surveys
  - Parent Class Representatives
  - PTFA
  - Open Door Policy

8 How we identify our Equality and Diversity Objectives

In line with our statutory duties, we publish annually equality information and publish and report on equality and diversity objectives. We have set

ourselves specific and measurable objectives that will help us achieve the aims of the general equality duty.

Our equality objective-setting process has involved gathering evidence as follows:

- School Information Packs (Brighton and Hove)
- Arbor Tracking Systems
- CPOMS Reporting Data Analysis

In addition, we know our school well because we regularly collect information about ourselves in a variety of ways, including our school self-evaluation.

We collect a range of information relating to incidents of harassment and bullying including those relating to racism, homophobia, faith, disability and gender.

We also value more qualitative information, which may be given to us through pupil/learner voice mechanisms, less formally, or even anonymously. We undertake annual questionnaires of children, parents/carers, and staff, which provides us with data and outcomes to build on.

In Brighton & Hove, there are a range of services, which support the equality agenda and help us to identify our strengths and those areas requiring action. We draw on the expertise and support from the following services:

- Ethnic Minority Achievement Service (EMAS)
- Healthy Schools Team
- Allsorts
- AMAZE
- PRESENS
- School Counselling through the YMCA
- Behaviour, Inclusion and Learning Team (BILT)
- Other agencies as required by the needs of individual children

We have established good links with our local and our wider community. We welcome them into our school. From them, we learn about equality issues outside school and can establish mechanisms for addressing them within school.

By listening to those within our community and to our partners, we are able to identify new areas of work, improve existing approaches and focus our energy where it is required.

9 Implementation, Monitoring and Reviewing

This policy was published on 22nd July 2024. It will be actively promoted and disseminated via our School Website and signposted in our Newsletter.

Implementation, monitoring and review are the responsibility of our Senior Leadership Team and our Governors who have agreed and published this policy, which sets out our priorities and supports these with specific and measurable objectives.

We will report annually on the policy and analyse whether our policy and related objectives have furthered the aims of the general equality duty and in particular educational outcomes for all within our school community with reference to the protected groups.

This policy will be reviewed every three years and updated at any time in light of new guidance from the DfE or LA.