



Carlisle & Hampton Hill Federation



EQUALITY AND INCLUSION POLICY

This policy was reviewed:	November 2017
This policy was ratified by Full Governing Body (if applicable):	Not applicable
This policy will be reviewed again by:	December 2019
Governor committee responsibility:	Pay & Personnel Committee
Statutory Policy?:	Yes

Republished by Clerk to Governors in December 2018 to meet statutory requirement for annual publishing

Introduction

The Public Sector Equality Duty 2011 has three aims under the general duty, to:

1. Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act;
2. Advance equality of opportunity between people who share a protected characteristic and those who do not;
3. Foster good relations between people who share a protected characteristic and those who do not.

Having due regard for advancing equality involves:

- Removing or minimising disadvantages suffered by people due to their protected characteristics;
- Taking steps to meet the needs of people from protected groups where these are different from the needs of other people;
- Encouraging people from protected groups to participate in public life or in other activities where their participation is disproportionately low.

The aims of the Duty above apply to eight of the nine protected equality groups: race; disability; sex; gender reassignment; age; pregnancy and maternity; religion and belief and sexual orientation (only the first aim applies to the ninth characteristic - marriage and civil partnership).

Statement of Principle

We are fully committed to equality and inclusion principles and aim to be inclusive in our policies, outlook and practices. We are working together with children, staff, parents, carers, the governing body and the wider community to demonstrate this. We recognise that all children, staff, parents and governors make a valuable contribution to the community. We will promote the development of all children and adults in an inclusive manner and believe that the teaching, learning, attitudes, attainment and well-being of everyone at school matters. We take into account children's varied life experiences to ensure that each child is catered for according to their needs academically, socially and emotionally. We recognise the vast scope of this policy and that there are links that overlap with all areas of our work.

Aims

- To provide guidance on equality and inclusion matters;
- To challenge and actively tackle all forms of discrimination;
- To celebrate diversity and contributions made by all the groups in the school community;
- To consider the impact of any changes to policy or practice on equality, diversity or inclusion in relation to pupils or staff;
- To raise awareness of the cultural, ethnic and social mix of the school;
- To differentiate our teaching and learning from schemes of work that allow each child full access to all areas of the curriculum;

- To monitor the progress and attainment levels of all pupils in the school, taking into account the needs of pupils from minority/disadvantaged groups and taking appropriate measures to enable all pupils to achieve the expected standards.

Commitments

We will:

- Take into account the needs of all people including:
 - Girls and boys, men and women
 - Minority ethnic and faith groups
 - Asylum seekers and refugees
 - EAL learners
 - Travellers
 - Children with special educational needs and/or a disability
 - Gifted and talented children
 - “Looked After” children
 - Sick children
 - Children from families under stress
 - Any children at risk of disaffection and exclusion
- Enlist the help and support of relevant LA services;
- Use external agencies such as Speech and Language, Educational Psychologist etc. for advice;
- Use performance management to set targets for pupil progress;
- Support training to ensure that children have access to the best learning experiences possible;
- Ensure that every child has access to a range of educational visits that enriches the curriculum;
- Monitor individual attendance weekly and half termly (EWO) and investigate attendance trends of different groups;
- Report racial incidents termly to the LA;
- Ensure incidents of extreme behaviour are recorded, investigated and dealt with and consider their impact;
- Use the school’s PHSE & C Framework to encourage and enable children to express their concerns about issues with the school – School Council and Friendship Corner support this work.

Assessing and Monitoring

We will assess the effectiveness of our Equality and Inclusion Policy by regularly monitoring and discussing the following:

- Pupil curricular and extra-curricular access, engagement and progress;
- Any discriminatory behaviour or actions that are evidenced within the federation community;

- Pupil awareness of equal opportunity and diversity related issues and the contribution that others make to the schools and wider communities.

This will be carried out through review systems that are in place and include pupil progress meetings, termly returns to the LA, termly SIP reports and feedback to the Governing Body.

Reporting Procedures

- Weekly staff meeting agenda slot for discussion and action on matters of inclusion
- Termly Head's Report to the Governing Body
- Individual Education Plans at reviews
- Liaison with parents and carers
- Parent/Teacher interviews

Other Key Policies

- Special Educational Needs
- Accessibility Plan
- Behaviour (& Anti Bullying)