Equality and Diversity Policy and Plan

This is a Statutory Policy
This policy was adopted in March 2021 and in consultation with staff and Governors.

It was ratified by the Board of Governors on_____

REVIEW: This policy will be reviewed annually (next review September 2027)

APPROVAL: Headteacher & staff plus Full Governing Board.

AGREED:

Chair of governors: _____

Headteacher: _____

Broomgrove Infant School Equality and Diversity Policy and Plan.

1. **Statement of Purpose**

   At Broomgrove Infant School, we are committed to ensuring equality of education and opportunity for all pupils, staff. Parents and carers receiving services from the school, irrespective of race, gender, disability, sex, sexual orientation, religion and belief or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life.

   The achievement of pupils will be monitored by race, gender and disability and we use this data to support pupils, raise standards and ensure inclusive teaching. We tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment, which champions respect for all. At Broomgrove Infant School, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

2. **Mainstreaming Equality into Policy and Practice**

   As well as the specific actions set out beneath this plan, the school operates equality of opportunity in its day-to-day practice in the following ways.

   Quality of Education

   We aim to provide all our pupils with the opportunity to succeed and to reach the highest level of personal achievement. To do this, we will:

   - Use contextual data to improve the ways in which we will provide support for individuals and groups of pupils;
   - Monitor achievement data by ethnicity, gender and disability and action any gaps;
   - Take account of the achievement of all pupils when planning for future learning and setting challenging targets;
   - Ensure equality of access for all pupils and prepare them for life in a diverse society;
   - Use materials that reflect the diversity of the school population and the local community in terms of race, gender and disability, without stereotyping;
   - Promote attitudes and values that will challenge racist and other discriminatory behaviour or prejudice;
   - Provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures;
   - Seek to involve all parents in supporting their child's education;
   - Encouraging classroom and staffroom discussion of equality issues which reflect on social stereotypes, expectations and the impact on learning; including teaching and classroom-based approaches appropriate for the whole school population, which are inclusion and reflective of our pupils.

   Admissions and Exclusions

   Our admissions arrangements are fair and transparent and do not discriminate on race, gender, disability or socio-economic factors.
   Exclusions will always be based on the school's behaviour policy. We will closely monitor exclusions to avoid any potential diverse impact and ensure any discrepancies are identified and dealt with.

3. Equal Opportunities for Staff

This section deals with aspects of equal opportunities relating to staff at Broomgrove Infant School.
We are committed to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing and employment.
All staff appointments and promotions are based on merit and ability and in compliance with the law. However, we are concerned to ensure wherever possible that the staffing of the school reflects the diversity of our community.

Employer Duties
As an employer, we need to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce.

Equality aspects such as gender, race, disability, sexual orientation, gender re-assignment and faith or religion are considered when appointing staff and particularly when allocating Teaching and Learning Responsibility (TRL) or re-evaluating staff structures, to ensure decisions are free of discrimination.
Actions that ensure this commitment is met include:

- Monitoring recruitment and retention including bullying and harassment of staff;
- Continued professional development opportunities for all staff;
- Senior leadership support to ensure equality of opportunity for all.

4. Equality and the Law

There are a number of statutory duties that must be met by every school in line with legislation from the Race Relations Act(2000), Disability Equality Duty (2005) and Equality Act (2010)
The action plan at the end of this Equality Plan outlines the actions Broomgrove Infant School will take to meet the general duties detailed below.

Race Equality

This section of the plan reflects the general and specific duties of schools as detailed in the Race relation Act (1976) and as amended by the Race Relations (Amendment) Act 2000.
The General Race Equality Duty requires us to have due regard to the need to:

- Eliminate racial discrimination;
- Promote equality of opportunity;
- Promote good relations between people of different racial groups.

Under our specific duty, we will:

- Prepare an publish an Equality Plan which includes a written policy for race equality;
- Assess the impact of our policies, including this Plan, on pupils, staff and parents by ethnicity including, in particular, the achievement levels of these pupils;
- Monitor the impact our plans and policies have on such pupils, staff and parents towards raising the achievement of minority ethnic
- groups.

Disability

This section should be read in conjunction with the school's Special Educational Needs and Disabilities Policy and Accessibility Strategy.

Definition of Disability

The Disability Discrimination Act 2005 defines a disabled person as someone who has 'a physical or mental impairment which has a substantial or long-term adverse effect on his or her ability to carry out normal day-to-day activities'.

The Disability Discrimination Act 2005 has also extended the definition of disability as follows:

- People with HIV, multiple sclerosis and cancer (although not all cancers) are deemed disabled before they experience the long-term and substantial adverse effect on their activities;
- Section 18 has been amended so that individuals with mental illness no longer have to demonstrate that it is 'clinically well-recognised', although the person must still demonstrate a long-term and substantial adverse impact on his/her ability to carry out normal day-to-day activities.

Legal Duties

The Disability Discrimination Act 2005 placed a general duty on schools requiring them to have due regard for the following when carrying out and delivering services:

- Promoting equality of opportunity between disabled people and other people;
- Eliminating discrimination and harassment of disabled people that is related to their disability;
- Promoting positive attitudes towards disabled people;
- Encouraging participation in public life by disabled people;
- Taking steps to meet disabled people's needs, even if this requires treatment that is more favourable.

Under our specific duty we will:

- Prepare and publish and Equality Plan which covers the requirements for a Disability Equality Scheme identifying out disability equality goals and actions to meet them;
- Review and revise the Scheme every three years

Gender Equality

The Gender Equality Duty 2006 placed a general specific duty on schools to eliminate unlawful discrimination and harassment on the grounds of gender and to promote equality of opportunity between female and male pupils and between women and men and transgender people.

Under our gender duty we will actively seek to:

- Eliminate unlawful discrimination and harassment on the grounds of sex and gender reassignment;
- Promote equality between men and women.

Under our specific duty we will:

- Prepare and publish and Equality Plan which covers the requirements for a Gender Equality Scheme identifying out gender equality goals and actions to meet them;
- Review and revise the Scheme every three years.

Sexual Orientation

The Equality Act 2006 made provision for regulations to be introduced to extend protection against discrimination on grounds religion or belief to sexual orientation.

The Equality Act 2006 (Sexual Orientation) Regulations 2007 came into force on 30 April 2007 and make discrimination unlawful in the area of goods, facilities and services o grounds of sexual orientation. For schools this means admissions, benefits and services for pupils and treatment of pupils.

5. Community Cohesion

The Education and Inspection Act 2006 inserted a new section 21(5) to the Education Act 2002, introducing a duty on governing bodies to state schools to promote community cohesion. Community cohesion encompasses promoting good relations between pupils from different races, faiths/beliefs and socio-economic backgrounds. The duty came into force on 1 September 2007.

Consultation and Involvement

It is a requirement that the development of this plan and the actions within it have been informed by the input of staff, pupils, parents and carers. We have achieved this by using the following to shape the plan:

- Feedback from the annual aren't questionnaire, parents' consultation meetings;
- Input from staff surveys or through staff meetings/INSET;
- Feedback from the school council, PSHE lessons and pupil voice;
- Issues raised in annual reviews or reviews of progress on Individual Education Plans/Personalised Provision Maps, mentoring and support;
- Feedback from Governing Board meetings.

6. Roles and Responsibilities

The Role of the Governors

- The governing board has set out a commitment to equal opportunities in this plan and it will continue to do all it can to ensure that the school is fully inclusive to pupils and responsive to their needs based on race, gender and disability.
- The governing board seeks to ensure that people are not discriminated against when applying for jobs at Broomgrove Infant School on the grounds of race, gender and disability.
- The governors take all reasonable steps to ensure that the school environment gives access to people with disabilities and strive to make school communications as inclusive as possible for parents, carers and pupils.
- The governors welcome all applications to join the school, whatever a child's socio-economic background, race, gender or disability.
- The governing board ensures that no child is discriminated against whilst in our school on account of their race, sex or disability.

The Role of the Headteacher

- The headteacher's role to implement the school's Equality Plan and she is supported by the governing board in doing so.
- It is the headteacher's role to ensure that all staff are aware of the Equality Plan and that teachers apply these guidelines fairly in all situations.
- The headteacher ensures that all appointments panels give due regard to this plan, so that no-one is discriminated against when it comes to employment or training opportunities.
- The headteacher promotes the principle of equal opportunity when developing the curriculum and promotes respect for other people and equal opportunities to participate in all aspects of school life.

- The headteacher treats all incidents of unfair treatment and any incidents of bullying or discrimination, including racist incidents with due seriousness.

The Role of the Staff: Teaching and Non-Teaching

- All staff will ensure that all pupils are treated fairly, equally and with respect and will maintain awareness of the school's Equality Plan.
- All staff will strive to provide material that gives positive images based on race, gender and disability and challenges stereotypical images.
- All staff will challenge any incidents of prejudice, racism or homophobia and record any serious incidents, drawing them to the attention of the headteacher.
- Teachers support the work of ancillary or support staff and encourage them to intervene in a positive way against any discriminatory incidents.

7. Tackling Discrimination

Harassment on account of race, gender, disability, religion/belief or sexual orientation is unacceptable and is not tolerated within the school environment.
All staff are expected to deal with any discriminatory incidents that may occur. They are expected to know how to identify and challenge prejudice and stereotyping; and to support the full range of diverse needs according to a pupil's individual circumstances.

The member of staff present deals with racist and homophobic incidents and other incidents of harassment or bullying. This is reported to the class teacher or headteacher. All incidents are reported to the headteacher and incidents are reported to the governing board on a termly basis.

What is a Discriminatory Incident?

Harassment on the grounds of race, gender, disability, sexual orientation or other factors such as socio-economic status can take many forms including verbal or physical abuse, name calling, exclusion from groups and games, unwanted looks or comments, jokes or graffiti.

A racist incident is defined by the Stephen Lawrence Report (1999) as: 'any incident which is perceived to be racist by the victim or any other person'.

Types of Discriminatory Incident

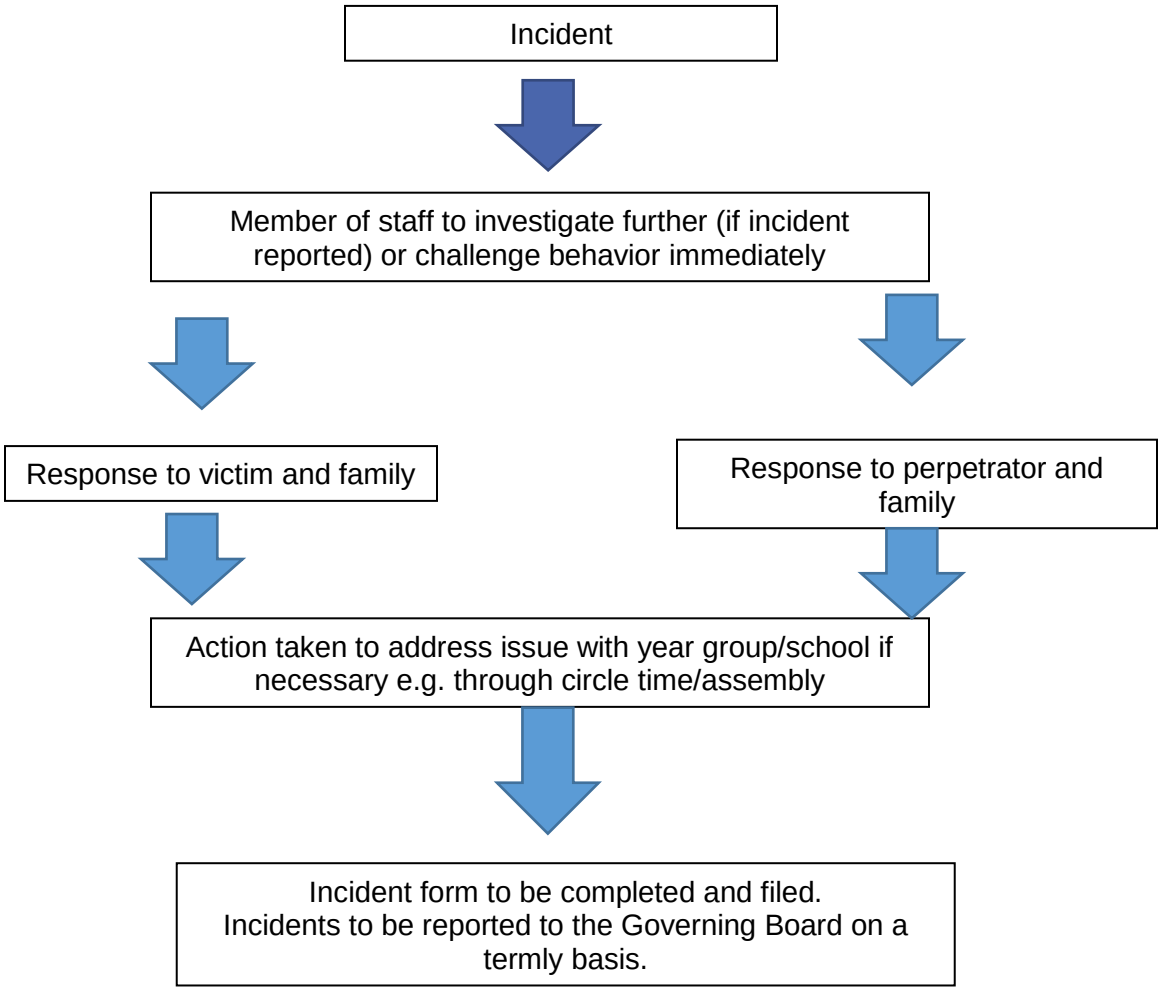
Types of discriminatory incidents that can occur are:

- Physical assault against a person or group because of their colour, ethnicity, nationality, disability, sexual orientation or gender;
- Use of derogatory names, insults and jokes;
- Racist, sexist, homophobic or discriminatory graffiti;
- Provocative behaviour such as wearing racist, sexist, homophobic or discriminatory badges or insignia;
- Bringing discriminatory material to school;
- Verbal abuse or threats;
- Incitement of others to discriminate or bully due to the victim's race, disability, gender or sexual orientation;
- Discriminatory comments in the course of discussion;

- Attempts to recruit others to discriminatory organisations or groups;
- Ridicule of an individual for their difference for example; food, music, religion, dress etc;
- Refusal to co-operate with other people on grounds of their race, gender disability or sexual orientation.

Responding to and reporting incidents

It should be clear to pupils and staff how they report incidents. All staff, teaching and non-teaching; and the pupils, should view dealing with incidents as vital to the wellbeing of the whole school.



8. Review of Progress and Impact

The plan has been agreed by our governing board. We review our school policies and their impact annually. In line with legislative requirements, we will review progress against our equality Plan annually and review the entire plan and accompanying action plan on a three-year cycle.

We make regular assessments of pupils' learning and use the information to track pupil progress. As part of this process, we regularly monitor achievement by ethnicity, gender an disability, to ensure that all groups of pupils are making the best possible progress and take appropriate action to address any gaps.

9. Publishing the Plan

In order to meet the statutory requirements to publish a Disability Equality Scheme and Gender Equality Scheme, we will:
Publish our plan on the school website;
Raise awareness of the plan through the school newsletter, assembles, staff meetings and other communications;
Ensure paper copies are available on request.

Review date: Autumn Term 2026

Next Review Date: Autumn Term 2027

10. ACTION PLAN

Equality Strand	Action	How the impact will be monitored?	Who is responsible for implementing?	What are the timeframes?	Early success indicators
All	Review and update behaviour and anti-bullying policies to explicitly address discrimination based on protected characteristics	Headteacher & Inclusion Lead	Policy templates, staff meeting time	By end of Autumn Term 2025	- Updated policies published and shared with staff, pupils, and parents - Clear references to Equality Act 2010 and protected characteristics
All	Provide staff training on inclusive teaching, unconscious bias, and handling discriminatory incidents	Inclusion Lead & External Trainer	Training budget, training materials	Summer Term 2026	- 100% staff trained - Staff feedback shows increased confidence in addressing discrimination
All	Implement regular pupil workshops and assemblies on respect, diversity, and anti-bullying	PSHE Lead & Class Teachers	Assembly plans, workshop resources	From Autumn Term 2025, ongoing	- At least one workshop/assembly per term - Reduction in reported bullying incidents related to protected characteristics
Race Equality Duty	Identify, respond and report racist incidents as outlined in the Plan Follow the agreed procedures for reporting and recording, including termly report to governors at full GB meetings & annual submission of data to the LA Maintain termly reminder of procedure in team meetings Ensure that all staff are aware of their duty to report any race-related incidents, whether substantiated or not, to the headteacher.	Head teacher / Governing board will use the data to assess the impact of the school's response to incidents, Any pattern identified, Type of incident occurring/ victim/ perpetrator etc to take remedial action, e.g. PSED lesson/ assembly etc. Are pupils and parents satisfied with the response?	Head teacher / Governing board	Reporting: Staff/other: Within 24 hours of incident GB termly Annually LA	Teaching staff are aware of and respond to racist incidents as defined by policy / procedure Reduction in racist incidents recorded/ or type of incident – if this pattern had been previously identified Consistent nil reporting is challenged by the governing board.

Equality Strand	Action	How the impact will be monitored?	Who is responsible for implementing?	What are the timeframes?	Early success indicators
All	Conduct detailed analysis of attainment data by pupil group (EAL, SEND, PP) to identify gaps	Assessment Lead	Data software, staff time	By Autumn Term 2025	- Comprehensive report on attainment gaps by December 2025
All	Tailor phonics and writing interventions to meet the needs of EAL and SEND pupils, including targeted small group support	SENCO & Phonics Lead	Intervention materials, trained staff	From Autumn Term 2025, ongoing	- Improvement in phonics pass rate for EAL pupils by 5% by Summer 2026 - Writing attainment for SEND pupils improves by 5%

All	Provide training for staff on differentiation and strategies to support EAL and SEND learners in literacy	SENCO & External Specialist	Training budget, resources	Spring Term 2026	- All teaching staff trained - Observations show effective differentiation
Community Cohesion	Enhance parental engagement with targeted communication and support for families of EAL and SEND pupils	Family Support Worker	Translation services, communication materials	Ongoing from Autumn Term 2025	- Increased parental attendance at meetings by 10% - Positive feedback from parents on support received
Equality Strand	Action	How the impact will be monitored?	Who is responsible for implementing?	What are the timeframes?	Early success indicators
Community Cohesion	Enrich curriculum with units on different cultures, religions, and identities, reflecting the school's diverse community	Curriculum Lead & Class Teachers	Curriculum resources, guest speakers	From Autumn Term 2025	- Curriculum maps include diversity topics each term - Pupil surveys show increased understanding of diversity
Community Cohesion	Organise community events and partnerships with local cultural groups and Essex University	Headteacher & Community Liaison	Venue, budget for events	Annually, starting Spring Term 2026	- At least one community event per year - Positive attendance and feedback from families and community
Physical Environment	Ensure the school's environment meets the needs of all current pupils and future pupils, liaising pre-transition as well as at transition	Continuous monitoring of the environment and pupil's needs with changes made as required.	SENCO	Ongoing	The school's environment meets the needs of the pupils
All	Use assemblies and displays to celebrate diversity and achievements of all groups	Class Teachers & Site Manager	Display materials, assembly plans	Ongoing	- Displays updated termly - Pupils can articulate messages of inclusion and respect

Definition: SEND 'disability & special educational needs'

Child Friendly Objectives

1. We will make sure everyone is treated kindly and fairly, and that no one is left out or hurt because of who they are.
2. We will help all children, especially those who speak different languages or need extra help, to get better at reading and writing.
3. We will learn about different cultures, beliefs, and ways of life so that we all understand and respect each other.

Check list for school staff and governors

 Is information collected on race, disability and gender with regards to both pupils and staff e.g. pupil achievement, attendance, exclusions, staff training? Is this information used to inform the policies, plans and strategies, lessons, additional support, training and activities the school provides?
 How has your Equality Plan been shaped by the views, input and involvement of staff, parents and pupils?

 Is pupil achievement analysed by race, disability and gender? Are there trends or patterns in the data that may require additional action, and has action been taken to address these?
 Does the curriculum include opportunities to understand the issues related to race, disability and gender?
 Are all pupils encouraged to participate in school life? Are pupils who make a positive contribution reflective of the school's diversity e.g. through class assemblies / school council?
 Is bullying and harassment of pupils and staff monitored by race, disability and gender, and is this information used to make a difference to the experience of other pupils? Are racist incidents reported to the governing board and local authority on a termly basis?
 Are visual displays reflective of the diversity of your school community? How are minority ethnic, disabled and both male and female role models promoted positively in lessons, displays and discussions such as circle time and class assemblies?
 Does the school take part in annual events such as Black History Month, Deaf Awareness Week and One World Week to raise awareness of issues around race, disability and gender?
 Is the school environment as accessible as possible to pupils, staff and visitors to the school? Are open evenings and other events which parents, carers and the community attend held in an accessible part of the school, and are issues such as language barriers considered?
 Are the accessibility needs of parents, pupils and staff considered in the publishing and sending out of information, in terms of race, disability and gender?
 Are procedures for the election of parent governors open to candidates and voters who are disabled?

Appendix A

ENSURING EQUALITY OF OPPORTUNITY AND PARTICIPATION

Broomgrove Infant School will ensure that:

o Pupil achievement is monitored by race, gender and disability and any trends or patterns in the data that may require additional action to narrow the gap are addressed;

o All staff are aware of the school's Equality Plan;

o There is an inclusive approach to ensuring all pupils are given the opportunity to make a positive contribution to the life of the school e.g. through involvement in the School Council by election or co-option); class assemblies; fund raising etc;

o Children with disabilities can take part in all aspects of the curriculum, including educational visits and journeys; lunchtime activities; PE, dance and assemblies;

o Extended school activities such as breakfast and after-school clubs take into account pupil needs and access issues and pupils attending reflect the diversity of the school population in terms of race, gender, disability and socio-economic status;

o Staff, pupils, parents and carers will continue to be involved in the future development of the Equality Plan through input and feedback from surveys, staff meetings, school council meetings, parents evenings etc.

Broomgrove Infant School will provide:

o Extra and additional support for pupils who are under-achieving, in order to make progress in their learning and their personal wellbeing, e.g. ensuring that children with visual impairment have accessible texts; that children with hearing impairment have an enhanced acoustic classroom environment;

o Additional support for parents and carers of under-achieving children (e.g. reporting progress; discussing needs);

o Additional support for parents/carers and staff with disabilities to help them to play a full part in the life of the school (e.g. providing a sign interpreter for a deaf parent; ensuring that meetings are held in the most accessible parts of the school to support wheelchair users).

Promoting Positive Attitudes and Meeting the Needs of our Pupils, Parents, Carers and Staff' Broomgrove Infant School will:

o Promote positive images, which reflect the diversity of the school and community in terms of race, gender and disability, for example in assemblies, books, publications and learning materials and in classroom/corridor displays.

o Ensure that opportunities are actively promoted for everybody.

Provide reasonable means for children, young people, their friends and families to interact with people from different backgrounds and build positive relationships, including links with different schools and communities;

o Provide extended services, with opportunities for pupils, families and the wider community to take part in activities and receive services which build positive interaction and achievement for all groups;

o Supporting pupils with disabilities in the period of transition between infant to junior;' and secondary schools to ease the stress of moving and increase familiarity with their new surroundings;

o Helping children and young people to understand others and value diversity;

o Promoting shared values, awareness of human rights and how to apply and defend them;

o Developing skills of participation and responsible action – for example through the new 'Identity and Diversity: living together in the UK' strand of citizenship education.

Eliminating Discrimination and Harassment' Broomgrove Infant School will:

o Develop and adapt its procedures on anti-bullying to include equality perspectives;

o Support staff to challenge and address any bullying and harassment that is based on a person's race, gender or ethnicity;

o Keep a record and report how these incidents are dealt with to the Governing Board and Local Authority on a termly basis;

o Review its approach to race, gender and disability bullying and harassment whenever it reviews its policy on behaviour.

Monitoring Impact

o The school will collect and analyse evidence and data on children's achievement, attendance and participation by race, gender and disability, and use this to inform strategies to raise achievement.