



Happiness

Independence

Solid Foundation

Equalities Policy

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Harefield Infant, Nursery and Children's Centre Single Equalities Policy

Introduction

This equalities policy is an attempt to amalgamate all the equalities legislation into one single equality policy for Harefield Infant, Nursery and Children's Centre.

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 Harefield Infant, Nursery and Children's Centre, 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).

This policy has been drawn up as a result of discussion within a working party made up of representatives of teaching and support staff, pupils, parents and Governors.

Informing Monitoring and Reviewing

The staff members responsible for co-ordinating the monitoring and evaluation is the Head teacher, AHTs and designated Governor. They will be responsible for:

- Providing updates on equalities legislation and the school's responsibilities in this regard;
- Provide appropriate role models for all managers, staff and pupils;
- Monitoring setting and meeting our equalities duties. These objectives are set out in our School Development Plan;
- Congratulate examples of good practice from the school and among individual managers, staff and pupils;
- Ensure a consistent response to incidents, e.g. bullying cases and racist incidents;
- Publishing on our school website how we are meeting our equalities duties.

The Headteacher, 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;
- Provide appropriate role models for all managers, staff and pupils;
- 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. This will be communicated with staff, parents, carers and governors by the Head Teacher and Assistant Head Teachers.

When deciding what to do to tackle equality issues we decide our actions considering the following:

- Staff training;
- School policies specifically Behaviour and Anti Bullying policies;
- Monitoring and review of our attainment data;
- Lesson observation feedback;
- Cultural days and cultural curriculum themes;
- Local community involvement.

Our Schools Equality Objectives

Equality Objectives	Protected Characteristic
<p>1. SEN and Inclusion- Equalities Objective</p> <ul style="list-style-type: none"> • Develop teacher understanding of the barriers to learning in speaking, listening, reading, writing and maths. 	<p>Disability Race</p>
<p>2. Literacy - Equalities Objective</p> <ul style="list-style-type: none"> • Improve the learning environment for the teaching of reading. • Develop writing: Engage boys in writing. 	<p>Disability Race Sex</p>
<p>3. Mathematics- Equalities Objective</p> <ul style="list-style-type: none"> • Monitor the progress of vulnerable groups from Nursery to the end of year 2 to ensure at least 2 levels of progress. • Implement further intervention programmes to assist with vulnerable groups in Maths. • The school takes part in a Maths Focus week in the Spring term in order to celebrate Mathematics. 	<p>Disability Race Sex</p>
<p>4. School community – developing links with local religious groups - Equalities Objective</p> <ul style="list-style-type: none"> • Parents of different religions to be invited to share their faith at key religious festivals (assemblies). • Develop links with national and international schools and work towards International School's award. 	<p>Race Religious Belief</p>

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