



Dropmore Infant School
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Policy Title: Equality, Diversity & Inclusion Policy

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At Dropmore Infant School we work hard to eliminate direct and indirect discrimination, harassment and victimisation; advance equality of opportunity; and foster good relations between all those within our school community. We do this with regard to the nine protected characteristics listed in the Equality Act 2010. These characteristics are:

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation

A glossary which defines these terms and additional terms related to equality, diversity and inclusion can be found in Appendix 1

Our duties under the Equality Act also 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.

The Education and Inspections Act 2006 requires us to promote community cohesion and at Dropmore Infant School we work towards a society in which there is a common vision and sense of belonging by all communities; a society in which the diversity of people's backgrounds and circumstances is appreciated and valued; a society in which similar life opportunities are available to all; and a society in which strong and positive relationships exist.

Our commitment to equality, diversity and inclusion is reflected in our school policies and procedures, especially those related to (but not limited to):

- Accessibility
- Behaviour
- Anti-Bullying
- Uniform
- Safer Recruitment
- Relationships Education
- Special Educational Needs
- Home-School Agreement

Policy Statement:

The Policy builds on the school's ethos of achievement and core values (Independence, Curiosity and Respect) and covers our school's aims for promoting equality, diversity and inclusion, challenging discrimination and celebrating diversity.

Definitions:

- **Equality** is the principle of equal treatment for all people irrespective of their gender, ethnicity, disability, religious belief / non- belief, sexual orientation, age, gender re assignment, marriage or civil partnership and pregnancy or maternity status.
- **Diversity** is the acceptance that we are all different but we are all equal. Diversity focuses on valuing and celebrating the strengths in people's differences.
- **Community cohesion** is to have common vision and civic pride, valued and celebrated diversity, clear rights and responsibilities, equal life chances for all and strong relations between different communities.

The philosophy of our school is to value the individuality of all members of our school community. We are committed to giving all our community members every opportunity to achieve the highest of standards.

The policy applies to all staff, governors, pupils, parents/carers, visitors, local and wider community.

Current Profile of the School:

- The school is situated in an attractive, rural commuter belt which is an area of socio-economic advantage with pockets of deprivation. Pupils come from a wide area and variety of backgrounds. The school deprivation indicator is in quintile 2 (less deprived) of all schools.
- The school is a one form entry Infant school with 62 pupils on roll which places the school well below average. The pupil admission number is 25.
- The pupil base is in quintile 1 (least deprived) of all schools in terms of deprivation.
- We currently have 52% boys and 48% girls on roll.
- The ethnic make-up of the pupils registered at the school is predominantly white British. This school has 10 out of 17 possible ethnic groups. Those with 5% or more are:
 - 40%: White - British
 - 28%: Asian or Asian British - Indian
 - 10%: Mixed - White and Asian
 - 5%: White - Any other White background
- The ethnic diversity of the school continues to increase, with a greater proportion of pupils from minority ethnic backgrounds.
- The religious make-up of the pupils registered at the school is no longer predominantly Christian. The school has 34.9% No Religion, 26.9% Christian, 19% Sikh, 7.9% Muslim, 4.7% Hindu and 1.58% Jewish, 1.58% other, 1.58% refused.
- The percentage of pupils with Special Educational Needs is 8% which is below the National Average. The percentage of pupils with an EHC Plan is 0% which is below the National Average.
- Free School Meals eligibility is 5% which is well below average.
- We have 9.7% children for whom their first language is other than English.
- We have no pupils with a disability on roll.
- Staff make up is as follows: Male 1 and Female 15. No staff members are currently on maternity leave.
- The Governing Body is made up of 3 Male and 6 Female governors.
- The school is physically accessible but there are no disabled toilet facilities.

Fulfilling our public sector equality duty:

How we eliminate discrimination, harassment and victimisation:

Dropmore Infant School does not tolerate direct or indirect discrimination, harassment or victimisation of anyone within our school community, and we are opposed to all forms of prejudice.

- The school has robust procedures for dealing with prejudice-related incidents and these are shared with all staff. All incidents are recorded on CPOMS, and this data is shared with the governing body in the termly Headteacher's report to governors and analysed so that any trends can be identified, and action plans put in place. These procedures are referenced in the Behaviour Policy, Anti-Bullying Policy and Child Protection Policy.
- The Anti-Harassment and Anti-Bullying at Work policy outlines the procedures for reporting and responding to incidents of discrimination, harassment and victimisation experienced by staff.
- The Complaints Policy outlines the procedures for reporting and responding to incidents of discrimination, harassment and victimisation experienced by parents and carers and the wider school community.

How we advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it:

Treating people equally does not mean treating them all the same. We recognise that people have different needs, different experiences, different outlooks and face different barriers to achieving positive outcomes.

- We collect and monitor data broken down by different protected characteristics in order to identify inequalities and disparities within our student population in terms of:
 - Progress and attainment
 - Admissions
 - Attendance
 - Rewards, sanctions and exclusions

and within our staff population in terms of:

- Recruitment, retention, training and promotion
- Capability, disciplinary and complaints

We employ appropriate interventions where necessary in order to address disparities. Please see our Equalities Objectives and Action Plan for further details.

- We consult widely with a range of groups and individuals to ensure that those who are affected by a policy or activity are consulted in the design of new policies, and in the review of existing ones.
- We assess all of our policies and procedures to ensure that no individuals or groups are disadvantaged and to identify opportunities for positive action.
- We make reasonable adjustments to ensure that the school environment and its activities are as accessible and as welcoming as possible to all, in some cases treating disabled people more favourably than non-disabled people where necessary. Please see our Accessibility Plan for further information.
- We ensure that students' work is differentiated appropriately, and that the curriculum is accessible to all students.
- We respect the religious beliefs and practice of staff and students and comply with reasonable requests relating to religious observance and practice.
- We take all reasonable steps to ensure the wellbeing and inclusion of transgender staff and students, including those who transition during their time at the school

How we foster good relations between persons who share a relevant protected characteristic and persons who do not share it:

- We ensure that our curriculum offers opportunities to learn about people with a diverse range of identities.
- We teach our students to recognise and challenge stereotypes and prejudice and to value difference.
- We ensure that our resources challenge stereotypes and reflect the diversity of society.
- We take positive action to ensure that people with a range of different identities engage with our school community for example guest speakers, arts groups, school governors, parent/carer helpers etc.
- Our behaviour policy includes a requirement to respect other people and their different identities.
- We take steps to ensure diversity in our governing body and staff team
- We celebrate diversity at every opportunity and hold regular assemblies and events celebrating diversity throughout the year.

Responsibilities:

The governing body is responsible for ensuring that:

- The school complies with all equalities legislation relevant to the school community, and that this policy and its related procedures and action plans are implemented
- A member of the governing body has a watching brief regarding the implementation of this policy
- The school and governors carry out equalities impact assessments on all other policies
- All available data is used to consider equalities issues and to ensure adjustments to school policies and practices are made, including positive action where necessary

The head teacher and senior management are responsible for:

- * Overseeing the implementation of the Equality Policy
- * Ensuring that all who enter the school are aware of, and comply with, the Equality, Diversity and Inclusion Policy
- * Ensuring that staff are aware of their responsibilities and are given relevant training and support
- * Taking appropriate action in any cases of discrimination, harassment, victimisation and bullying
- * Regularly reviewing data related to prejudice-related incidents and taking necessary steps to reduce occurrences of incidents within the school

All staff are responsible for:

- Refraining from engaging in behaviour that constitutes discrimination, harassment, victimisation or bullying
- Understanding and complying with the Equality, Diversity and Inclusion Policy
- Contributing to the action plan attached to the policy
- Making reasonable adjustments to ensure disabled students do not experience discrimination or exclusion
- Dealing with prejudice-related incidents, following the specific procedure
- Attending training sessions as necessary to carry out this policy and keep up to date with equalities legislation
- Challenging bias and stereotyping
- Promoting an inclusive and collaborative ethos

All parents/carers are responsible for:

- Refraining from engaging in behaviour that constitutes discrimination, harassment, victimisation or bullying
- Understanding the ethos of the school and complying with the school's Equality, Diversity and Inclusion Policy
- Ensuring that they and the young people that they are responsible for meet the expectations set out in the home-school agreement

All visitors are responsible for:

- ❖ Refraining from engaging in behaviour that constitutes discrimination, harassment, victimisation or bullying in their engagement with the school
- ❖ Complying with the school's Equality, Diversity and Inclusion Policy

All students are responsible for:

- * Refraining from engaging in behaviour that constitutes discrimination, harassment, victimisation or bullying
- * Understanding the ethos of the school and complying with the school's Equality, Diversity and Inclusion Policy
- * Reporting prejudice-related incidents
- * Understanding, valuing and celebrating diversity
- * Challenging stereotypes and prejudices

Equality Objectives and Action Plan:

In order to fulfil its Public Sector Equality Duty the school collects equality information on pupils and staff. Using this information, the school analyses the following in terms of protected characteristics:

- Student admissions
- Student attendance
- Student performance/achievement
- Student sanctions
- Student rewards
- Staff recruitment, retention and promotion
- Staff disciplinary and capability proceedings
- Records of prejudice-related incidents
- Complaints by parents and carers

The school also conducts surveys with staff, pupils and parents and carers to identify areas that they feel the school is doing well and areas for improvement.

This information is used to identify any discrepancies between people from different groups and to identify equality objectives. The school publishes this information on the school website annually. Please see https://dropmoreinfant.eschools.co.uk/website/parent_survey/302438

When the school identifies any equality training needs within our staff, these will be addressed, and this may also inform our Equality Objectives.

Our equality objectives may also take into account national and local priorities and issues as appropriate. They are devised in consultation with school governors and are integrated into the school improvement plan. We keep the objectives under review and report annually on our progress towards achieving them.

Our current Equality Objectives and Action Plan can be found on the school's website.

Equality Impact Assessments:

All school policies are regularly assessed for their impact on different groups of people with shared protected characteristics. This ensures that our policies, practices and decision-making processes are fair and do not discriminate against any particular groups. It also enables us to consider ways to proactively advance equality.

A template for conducting equality impact assessments is attached as Appendix 2

Breaches of this policy

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

APPENDIX 1: GLOSSARY

Antisemitism	A certain perception of Jews, which may be expressed as hatred toward Jews.
Biphobia	Prejudice or negative attitudes, beliefs or views about bisexual people.
Cisgender	Someone whose gender identity is the same as the sex they were assigned at birth.
Disability	A physical or mental impairment, which has a substantial and long-term adverse effect on someone's ability to carry out typical day-to-day activities.
Discrimination	This can be direct : When someone is treated less favourably than another person or other people because: <ul style="list-style-type: none"> • they have a particular protected characteristic • someone thinks they have that protected characteristic (discrimination by perception) • they are connected to someone with that protected characteristic (discrimination by association) Or indirect : There is a policy that applies in the same way for everybody but disadvantages a group of people who share a protected characteristic.
Gender identity	Someone's internal sense of their own gender, whether man, woman or some other gender. This may or may not align with their assigned sex.
Gender reassignment	If someone is proposing to undergo, is undergoing or has undergone a process (or part of a process) to change sex and/or gender. This might involve medical intervention, but it can also mean changing names, pronouns, dressing differently and living in their self-identified gender.
Harassment	Unwanted conduct, related to a relevant protected characteristic, which violates a person's dignity and/or which creates an intimidating, hostile, degrading, humiliating or offensive environment for that person.
Homophobia	Prejudice or negative attitudes, beliefs or views about lesbian, or gay people.
Islamophobia	A type of racism that targets expressions of Muslimness or perceived Muslimness. Further information here .
Prejudice-related incident	Any incident which is perceived to be prejudice-related by the victim or any other person.
Race and ethnicity	Includes skin colour, nationality and ethnic or national origins.
Racism	Prejudice or negative attitudes, beliefs or views about someone based on their skin colour, nationality, ethnic or national origin.
Reasonable adjustments	Taking reasonable steps to remove disadvantages faced by disabled people by: <ul style="list-style-type: none"> • changing provisions, criteria or practices • changing or removing a physical feature or providing a reasonable alternative way to avoid that feature • providing auxiliary aids
Religion or belief	Religion is a formalised system of belief that aims to relate humanity to spirituality. Beliefs included are philosophical beliefs, which are considered to be similar to a religion. We include people who have no religion or a lack of belief.
Sex	Whether someone is male, female or intersex.
Sexism	Prejudice or negative attitudes, beliefs or views about someone based on their sex.
Sexual orientation	Who someone is emotionally, mentally, and physically attracted to in relation to their sex/gender, this includes heterosexual, lesbian, gay, bisexual, pansexual and asexual.
Transgender	An umbrella term to describe people whose gender identity differs from what is typically associated with the sex they were assigned at birth.
Transphobia	Prejudice or negative attitudes, beliefs or views about transgender people including refusal to accept their gender identity
Victimisation	Treating someone badly because they are: <ul style="list-style-type: none"> • making a claim or complaint of discrimination • helping someone else to make a claim by giving evidence or information Or because they intend to do so.

APPENDIX 2: EQUALITY IMPACT ASSESSMENT

Name and/or brief description of policy/practice				
What evidence/information has been used to help identify the likely impact on different groups of people?				
Which relevant groups have we engaged/consulted with as part of our assessment?				
Protected characteristic	Impact on this group			Explain and give examples of evidence
	Positive	Negative	Neither	
age				
disability				
gender reassignment				
marriage and civil partnership				
pregnancy and maternity				
race				
religion or belief				
sex				
sexual orientation				

Barriers/disadvantages/discrimination identified?	Yes (tick)	No (tick)
If "yes" how will the policy/practice be adapted/changed to eliminate this?		
Date completed	Review date	