

EQUALITY AND INCLUSION POLICY

Carlisle & Hampton Hill Federation



You have the right to protection against discrimination. This means that nobody can treat you badly because of your colour, sex or religion, if you speak another language, have a disability, or are rich or poor.

UNICEF Article 2 Convention on the Rights of the Child

This policy was reviewed:	September 2024
This policy was ratified by Full Governing Body (if applicable):	Not applicable
This policy will be reviewed again by:	September 2025
Governor committee responsibility:	Casey Mouton (Inclusion Link Governor) Pay & Personnel Committee
Statutory Policy:	Yes

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).

The Equality Act (2010)

Under the Equality Act (2010), it is our duty to eliminate discrimination, to advance equality of opportunity and to foster good relations. We also have specific duties to publish information about our school population and to explain how we have due regard for equality. The school gathers information on the pupil population broken down by ethnicity and gender and about significant differences in attainment between girls and boys, and between pupils of different ethnic backgrounds. The school ensures that individual pupils cannot be identified.

There are clear procedures for dealing with prejudice-related incidents and bullying. The staff and Governors within the Carlisle and Hampton Hill Federation are opposed to any form of abuse and will always challenge racist attitudes and behaviour.

The federation endorses Achieving for Children's (AfC) commitment to race equality:

"We recognise and work to ensure that all must have an equal right to succeed and that there will be no tolerance of racism, stereotyping and low expectations. We assist schools to work towards a society where there is respect for all, regardless of their colour, religion or ethnicity and a society that celebrates its cultural richness and ethnic diversity. We do not tolerate any form of discrimination and expect all those who work, visit or who are associated with the school to share this vision".

We aim to promote pupils' spiritual, moral, social and cultural development, with special emphasis on promoting equality and diversity, and eradicating prejudicial incidents for pupils and staff. Our schools are committed to not only eliminating discrimination, but also increasing understanding and appreciation for diversity.

We will update all equality documentation annually and will publish its objectives at least every four years.

Statement of Principle

The Carlisle and Hampton Hill Federation is fully committed to equality and inclusion principles and aims 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 consider 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 within 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 both schools;
- 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, considering the needs of pupils from minority/disadvantaged groups and taking appropriate measures to enable all pupils to achieve the expected standards.

Commitments

We will:

- Consider 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
 - Children who are disadvantaged
 - 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 and other services/ agencies as required;
 - Use external agencies such as Speech and Language, Educational Psychologists, occupational therapists 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 with all involved parties, dealt with and communicated- with impacts and outcomes considered;
 - Use the school's PHSE & C Framework and other pastoral supports to encourage and enable children to express their concerns about issues within school and wider.

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 leadership reports/ reviews to the Full Governing Body
- Individual Education Plans and other relevant/ related documents at review meetings
- Liaison with parents and carers
- Parent/Teacher consultations and other meeting forums

Other Key Policies

- SEND information report and Policy

- Equality and Inclusion Guidance
- Behaviour (& Anti Bullying)