

Hartford Junior School



Pupil Equality and Diversity Policy

Written: December 2021

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Chair of Governor Signature:

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Revision and edition Log

Written December 2021	
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Aims, Ethos and Values

This Policy is built upon our aims, ethos and values.

Aims

- Celebrating the uniqueness and individuality of each person in the school community
- Promoting a lifelong love of learning through a knowledge-rich and varied curriculum
- Promoting positive relationships between all members of the school community and beyond
- Establishing a safe, supportive and nurturing environment where everyone can succeed
- Encouraging everybody to continually strive for improvement in all they do

Ethos and values

Our ethos is made up of the themes that help us underpin these aims. It is three words:

effort, encouragement, excellence

We ask everybody at the school to put in the effort to be successful. Learning is hard and it takes effort. Teaching is hard and it takes effort. We explicitly recognise this and value the effort it takes to be successful teachers and learners.

We encourage each other because by coming together as a community we can all achieve more highly. Recognising strengths and supporting weaknesses makes us happier, better people.

If we all put in the effort and encourage each other, the outcomes will be excellent.

Introduction

Hartford Junior School is part of the CAM Academy Trust and upholds the core principles and values of the Trust.

Children can only achieve **excellence** in their education if the barriers that lead to unequal outcomes are successfully removed. Education can be only truly **comprehensive** if every child has an equal chance to thrive at school. This can only be achieved by effective **partnership** with key external organisations and strong links through the local **community**. It is only with a genuinely **international** outlook that children will truly understand and value global diversity.

Hartford Juniors is an inclusive school with a diverse intake. Children in our school speak many different languages and come from a range of communities.

The Equalities Act of 2010 identified nine protected characteristics: Disability, Race, Sex, Gender reassignment, pregnancy and maternity, religion or belief, sexual orientation, marriage and civil partnership and age.

As a Junior school we commit to teaching about these characteristics in an age appropriate way and demonstrating through our actions, inclusion for children and their families who live with these protected characteristics.

Aims

- We aim to eliminate discrimination, harassment and victimisation for children and their families in our school
- We will advance equality of opportunity for children who share a protected characteristic and those who do not
- We will foster good relationships between children who share a relevant protected characteristic and those who do not

We will publish information which demonstrates its compliance with the need to have due regard for the three aims above in general and also publish specific and measurable objectives which we will pursue to help us achieve these aims.

The objectives are:

- To continue to improve the attendance of disadvantaged children so the gap narrows between them and their non-disadvantaged peers
- To continue to improve the progress of disadvantaged children so the gap narrows between them and their non-disadvantaged peers
- To improve the progress and attainment of children who have had social care involvement

These objectives will be monitored by the local governing body and by the Trust.

Below we will set out how we meet our responsibilities to pupil equality and diversity through the work of the school.

1. Our Curriculum

We have designed a curriculum that promotes celebration of diversity and prepares children for a life in a diverse society. Our teaching through multi-cultural stories, R.E., PSHCE and other subjects is part of what we do. In assemblies, through values teaching we also show our children that we are all different and that is a good thing! We celebrate our differences in many ways and all children are encouraged to be proud of their talents.

2. Removing Barriers to Learning

We recognise that some children will require extra support to reach their potential. We believe in equity to ensure equality. We do this in a number of ways.

- Our environment is inclusive and children are provided with extra support aids, if they are needed, to access and move around the site and to access the learning.
- All our children have equal access to the curriculum with their peers. The only exception to this is for children who cannot access the curriculum without tailored extra support which for some means they need extra support outside the classroom environment.
- We encourage children and families to celebrate cultural and religious festivals without damaging their educational opportunities.
- We make reasonable adjustments for particular needs of children
- Our school policy is inclusive and promotes equality. We support disadvantaged children with uniform if needed.

Further information about our approach in these areas can be found in our SEND Policy and Information Report which can be found on the school website.

3. Challenging discriminatory behaviour, harassment and bullying

We ensure through our teaching and day to day behaviour that we model for all children that prejudice based behaviour will not be tolerated in our school. We are mindful of our responsibilities as a Junior school with children who can mirror the behaviour of their known adults. It is therefore even more important we teach the children another narrative that this behaviour is wrong and is a crime. We will support any child who is a victim of prejudice based behaviour and work with them and their families to ensure it stops. We will work with perpetrator of such behaviour and their parents to ensure they change their behaviour. Any incidents of prejudice based behaviour will be reported to the local governing body and the local authority.

4. Evaluating the Impact of Policies and Practice

Our policies and practices are kept under constant review. We track groups of children to ensure there is no pattern to protected characteristics. The governor board will challenge the school with questions about the progress and attainment of children in these groups e.g. boys/girls, disadvantaged/ non-disadvantaged, children with SEND/ children without SEND, EAL children/ children who are not EAL and other protected characteristics.

This policy will be reviewed on a yearly basis.