

Bromley Heath Infant School

Equality, Diversity and Community Cohesion Policy

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Date of Ratification	March 25
Review Group	Curriculum Committee
Ratification Group	As above
Review Frequency	Every 2 years
Review Date	March 2027
Previous Review Amendments/Notes	<i>March 15</i> <i>March 17</i> <i>March 21</i> <i>March '23 updated</i> <i>March '25 updated</i>
Related Policies	All our policies
Chair of Curriculum Committee Signature Signed _____	

Equality, Diversity and Community Cohesion Policy

Rational

This policy provides details of our aims and the underlying principles which guide our approach to Community Cohesion, Equality and Diversity. It sets out roles and responsibilities for the Policy and its implementation, and outlines our legal duties and responsibilities.

Legal duties

1. We welcome our duties under the Race Relations 1976 as amended by the Race Relations Amendment Act 2000; the Disability Discrimination Acts 1995 and 2005; and the Sex Discrimination Act 1975 as amended by the Equality Act 2010.
2. We welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.
3. We recognise that these four sets of duties are essential for achieving well rounded and well informed children, and that they 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.

Our school context

Our approach in promoting equality and fostering community cohesion will need to reflect the context in which the school operates. The area is predominantly white and relatively affluent. There are pockets of deprivation in the area. 13% of children come from a variety of ethnic minority backgrounds, with no one background predominating, the number of English as an additional language children is small – around 5%. A more detailed breakdown of the make-up of our school can be found in appendix 3.

Aims

Our aim is to provide an education for all, acknowledging that the society within which we live is enriched by diversity. Bromley Heath Infant School seeks to promote a culture and ethos that reflects and celebrates the diversity of the school community and the wider community.

We will also seek to ensure that everyone is equally valued and treats one another with respect and fairness. Pupils and other members of the school community will be provided with the opportunity to experience, understand and celebrate diversity.

We will proactively seek to review and restructure the cultures, policies and practices in school, so they can be welcoming and responsive to the full diversity of people locally, nationally and globally.

Principles

In working towards the realisation of our aims, we will be guided by the following principles:

- **All learners are valued equally**

We see all learners and potential learners as of equal value regardless of any 'protected characteristics' they may possess such as: impairment, ethnicity, colour, creed, nationality, national origin, culture, religious affiliation, gender, sexual orientation.

- **Welcoming and celebrating diversity**

Treating people equally does not necessarily mean treating them all the same. Our policies, procedures and activities must not discriminate, but are differentiated, as appropriate, to take account of differences of life-experience, outlook and background, and in the kinds of barriers and disadvantage which people may face, in relation to issues such as impairment, medical needs, ethnicity, colour, nationality, national origin, culture, religious affiliation, national origin or status or their gender.

- **Fostering positive attitudes and relationships, and a shared sense of cohesion and belonging**

We intend that our policies, procedures and activities should promote: positive attitudes; an absence of harassment; positive interaction between disabled and non-disabled people. Good relations and dialogue between groups and communities that are different from each other in terms of culture, religion, ethnicity and an absence of prejudice-related bullying; mutual respect and good relations between different gender groups and an absence of sexual harassment.

- **The school as an employer**

Policies and procedures should benefit all employees and potential employees, for example in recruitment, promotion, and in continuing professional development; regardless of their ethnicity, gender, culture, religion or disability.

- **Proactively reviewing what we do in order to reduce and remove inequalities and barriers**

In addition to avoiding or minimising possible negative impacts, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist between different groups.

- **Creating Opportunity**

We recognise the needs of every individual along with our commitment to enabling them to achieve their full potential. In doing this we recognise the need to challenge dependency, and actively promote independence and emotional resilience in our students, and raise aspirations for all.

- **Consulting widely**

People affected by a policy or activity should be consulted and involved in the design of new policies, and in the review of existing ones.

- **Society as a whole should benefit**

We intend that our policies and activities should benefit society as a whole, both locally and nationally, by fostering greater social cohesion, and greater participation in public life.

- **Safeguarding**

Everyone in school has responsibility for the welfare of pupils. We proactively ensure that arrangements are in place to safeguard and promote the welfare of children. This includes protecting children from any forms of bullying, harassment or any other maltreatment based on equalities issues.

Objectives

Our key objectives are

- To increase children's understanding of different faiths and cultures
- To challenge discrimination whenever it occurs by acting quickly to deal with any incidents
- To promote community cohesion throughout the school
- To promote positive non-stereotypical images, which challenge stereotypes

Procedures

Our delivery mechanism for this Policy is the action plan outlined within the framework the overarching School Development Plan, which is continually monitored and reviewed, and our progress is reported publicly on an annual basis.

We will keep each curriculum area and all aspects of learning under review in order to ensure that teaching and learning reflect our principles as previously stated.

We use quantitative and qualitative data relating to the implementation of this policy and take action as appropriate. In particular, we collect, analyse and use data in relation to achievement, broken down as appropriate according to impairment and special educational needs, ethnicity and gender.

Prejudice-related incidents will be identified as such when anyone involved with the incident feels that it is motivated by prejudice. All such incidents are referred to the Headteacher, whose role it is to assess, record and deal with all incidents. We take seriously our obligation to report regularly to the local authority about the numbers, types and seriousness of prejudice-related incidents at our school and how they were dealt with.

We respect the diversity of all staff, pupils and parents, and comply with reasonable requests relating to a full range of equalities issues.

We ensure that the content of this policy is known to all staff and governors and, as appropriate, to all pupils and parents. All staff and governors have access to a selection of resources which explain concepts of equality, diversity and community cohesion in appropriate detail.

We ensure that all staff, including support and administrative staff, receive appropriate training and opportunities for professional development, both as individuals and as groups or teams.

We ensure that the core principles listed above apply also to the full range of our policies and practices in school.

Roles and responsibilities

The governing body is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and strategies are implemented.

Two governors are appointed to maintain a watching brief regarding the implementation of this policy and will undertake appropriate training in order to lead the Governing Body in fulfilling its role.

The Headteacher is responsible for implementing the policy; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination.

All staff are expected to:

- promote an inclusive and collaborative ethos in their classroom and school.
- deal appropriately with any prejudice-related incidents that may occur.
- identify and challenge bias and stereotyping in the curriculum.
- support the diversity of pupils in their class based on individual need.
- keep up-to-date with equalities legislation relevant to their work.

Monitoring and evaluation

This policy will be reviewed annually and progress towards the set objectives will be reported to Governors as part of the monitoring and reviewing of the SDP. Any incidents involving discrimination or harassment will be reported to Governors via the HT report.

This policy was adopted by the staff and Governing body of BHIS and will be reviewed every two years.

Signed: _√_____ Date: _March 2025_____

Appendix 1

KEY LEGISLATION

Gender (sex) Sex Discrimination Act 1975, as amended Equality Act 2010

Gender (reassignment) Sex Discrimination (Gender Reassignment) Regulations 1999

Race Race Relations Act 1976, as amended Race Relations (Amendment) Act 2000

Disability Disability Discrimination Act 1995, as amended Special Educational Needs and Disability Act 2001

Disability Discrimination Act 2005

Sexual orientation Employment Equality (Sexual Orientation) Regulations 2003, as Amended Religion or belief Employment Equality (Religion or Belief) Regulations 2003, as amended Equality Act 2010

Age Employment Equality (Age) Regulations 2010

Appendix 2

Single Community Cohesion and Equality Scheme and Plan 2023-2025

The following action plan outlines what will be achieved in the next year with regards to meeting the obligations outlined in the Equalities Policy.

Aspect of the duty	Issue	Action	Responsibility	Timescale
Developing a voice for all students, staff and parents/carers	Ensure SEND children have a voice in the decisions relating to this scheme	Encourage SEND children to participate in school council	HT	On-going
	Not all parental groups representative of community	Increase parental voice of vulnerable families within the PTA/ Governors etc through engagement events, coffee mornings etc	HT	On-going
Encouraging participation in public life by SEND people	Ensure fair representation of SEND children in clubs and school activities	Actively encourage SEND students to become involved in school clubs. Ensure that SEND students are given fair opportunity to	HT, DHT, music coordinator,	On-going

		participate in school concerts, etc		
Promoting positive attitudes towards all groups within the school community	Our school community has not got a wide range of diversity for the children to experience first-hand.	Ensure all books, images and presented to children are rich and diverse, not reinforcing stereotypes and are appropriate for the age of our children in school.	All teachers, SLT and HT	On going
Impact Assessment	Ensure good progress of all student groups	Monitor progress of all groups	HT & Assessment Co-ord.	On going
Data Collection	Ensure all data relating to SEND is included in Arbor and disseminated to relevant staff	Check Arbor data collection and dissemination guidelines	HT & Admin. Assistant.	On going
Reviewing and monitoring	Ensure information relating to standards is collated and disseminated	include updates as part of HT report to governors	HT	On going
The Governing Body	Ensure all policies are free from discriminatory terms or actions	· Policies are checked as they are reviewed and amendments made · Complete EIA on all policies	HT C of G	On going

Appendix 3

The current make-up of the school is as follows (March 25):

Total on roll	180	100%	English as additional language	8	4%
White British	159	87%	Free School Meals	2	1%
Other white	5	3%	FSM + 'ever 6' *	2	1%
Any Black/ bi-racial black heritage	6	3%	Adopted from care/ special guardianship	0	0%
Any Asian/ bi-racial Asian heritage	12	7%	SEN register	28	16%
English as first language	172	96%			

*Ever 6 means pupils who have ever been FSM in the past 6 years, but not necessarily currently

