



Equality, Diversity and Inclusion Policy

Our Vision is for every child within the Hawridge & Cholesbury family to grow, flourish 'have life and ... have it more abundantly' (John 10:10 KLV); to be fascinated, rounded, eager to make a difference, spiritual and have high aspirations through Jesus' teaching and our curriculum.

We live our vision through our natural setting and our school values:

Respect Teamwork Responsibility Understanding Peace Honesty

Adopted by the governing body on 24th January 2024

Next review January 2025

At Hawridge & Cholesbury CE 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 Hawridge & Cholesbury CE 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
- recruitment
- Relationships and Sex Education
- Special Educational Needs

Our school ethos and values

This policy builds on the Hawridge and Cholesbury CE School's core values and ethos. It covers the school's aims for promoting equality and diversity, challenging discrimination and celebrating diversity.

The philosophy of our school values the individuality of all our pupils. We are committed to giving all our pupils every opportunity to achieve the highest of standards. Within this ethos of achievement, we do not tolerate bullying and harassment of any kind. We actively tackle discrimination against those with a disability, racial discrimination including discrimination based on religion or belief / non-belief, sexual (orientation) harassment and discrimination, gender re-

assignment, pregnancy or maternity and breastfeeding discrimination. We promote equal opportunities and good relations between and amongst all.

We aim to ensure that the school promotes the individuality of all our pupils, irrespective of ethnicity, sexual orientation, disability, gender, gender re-assignment, religion, belief / non-belief or background. We are committed to ensuring that positive action is taken where necessary to redress the balance of inequality that may exist. Based on this, our school's admissions policy is equally open to pupils of all groups.

Within the context of the school, we aim to positively transform individual and shared circumstances, perceptions, attitudes and relations. We aim to reflect the diversity of our local community and society and ensure that the education we offer reduces the chances of social divisions and parallel lives by recognising, celebrating and valuing different backgrounds, lifestyles and identities.

We uphold fundamental British values and will endeavour to ensure that all children learn these as part of a broad and diverse curriculum. Through our work on preventing radicalisation and extremism (both violent and non-violent) we will engage with our school community to enhance community cohesion. Our Child Protection Policy reflects our commitment to ensuring our school is a safe place for all.

We believe that these commitments are as important in the context of a school with limited ethnic diversity as well as in a school with a diverse population whatever that diversity may be.

Our school profile

Currently the school has 106 female children and 85 male children.

- 15% of pupils at this school are classified as non-white British.
- The school staff and governing body are also primarily 'White, British'.
- <5 pupils are classified as disabled.
- No members of staff have declared themselves as disabled.
- The school complies with physical accessibility regulations.
- Within the school, pupils come from a wide demographic area.
- Hawridge & Cholesbury C of E School is a Voluntary Aided school. Children of all faiths and of no faith are welcomed into the school and their beliefs are valued and celebrated.
- 18.4% of children have special educational needs and/or disabilities.
- 14.2% of our children are disadvantaged children.
- The school staff fit in to the following age brackets:

18-24	<5	45-54	9
25-34	8	55-64	<5
35-44	11	65-74	0

Fulfilling our public sector equality duty

How we eliminate discrimination, harassment and victimisation:

Hawridge & Cholesbury CE 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 all staff receive training on these. All incidents are recorded, and this data is shared with the governing body and analysed so that any trends can be identified, and action plans put in place. Further information on these procedures can be found in the Anti-bullying Policy and Behaviour Policy.
- The Whistleblowing Policy and Child Protection Policy outline 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 and different outlooks and that they may 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 pupil 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 (Appendix 2) for further details.

- 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 pupils' work is differentiated appropriately, and that the curriculum is accessible to all pupils.
- We respect the religious beliefs and practice of staff and pupils 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 pupils, 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 pupils 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/carers helpers etc.
- Our behaviour policy includes a requirement to respect other people and their different identities.
- We take steps to ensure diversity in our student council, 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
- 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 leadership 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 pupils 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

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 pupils 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:

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

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 yearly on the school website, within this document.

The school identifies any equality training needs within our staff by through Performance Management. These needs 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 are 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	<p>This can be direct: When someone is treated less favourably than another person or other people because:</p> <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) <p>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.</p>
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	<p>Taking reasonable steps to remove disadvantages faced by disabled people by:</p> <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	<p>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.</p> <p>We include people who have no religion or a lack of belief.</p>
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	<p>Treating someone badly because they are:</p> <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 <p>Or because they intend to do so.</p>

Appendix 2: Equality Objectives and Action Plan (2024 to 2029)

Objectives <i>Avoid words like "improve" – try to be specific, with something you can measure eg. "raise by 5%"- focus on the change that you will see, the outcome of your actions, rather than what you will do. Try to address a specific protected characteristic.</i>	Actions	Staff member	Date	Success criteria
1. To ensure all pupils' cultures and religions are recognised and celebrated.	World Heritage Display celebrating every pupil's cultural heritage to build on the World Heritage Day assembly led by Y5 children in 2024	Paula/ class teachers	Jan 2029	Special assembly lead by the children with their own ideas Children are able to talk about their cultural and religious identity with pride.
	Audit parent return forms to identify different recorded faiths			School has accurate understanding of the resource within its community
	Ask parents/ wider community if they would like to come in and talk to the pupils, share culture/ religion			All children experience this at least twice during their time at H & C
	Give children the opportunities to visit different places of worship within the local area			All children visit different places of worship throughout their time at H & C
	Diary of different relevant celebrations, particularly those related to our families and community			Class teachers include relevant and timely cultural references into their short term planning and Collective Worship opportunities are maximised to recognise and celebrate world religious festivals and celebrations.
2. To teach a broad, balanced and diverse curriculum to all, including those with special educational needs and those from a disadvantaged background, which enables children to learn from the past and become truly global citizens equipped with the skills for a fast-paced evolving society.	To make sure that the children experience books, music, art and other curriculum experiences from a range of different faiths backgrounds and cultures across all areas of the school curriculum.	Paula/ Sophie	Jan 2029	Children have experience of enjoying and learning about art, music, literature and the lives of significant people to help develop their skills as global citizens.

<p>By January 2029, to ensure the attainment (ARE) of pupils with Special Educational Needs and/or disabilities (SEND) at the end of Key Stage 2 in Reading, Writing and Mathematics combined is in line with pupils with Special Educational Needs and/or disabilities nationally.</p> <p>The gap between H&C pupils with SEND in 2023 and pupils with SEND nationally in 2023 at the end of KS2 was:</p> <p>Those pupils on SEN support: -24% in reading, writing & maths combined</p> <p>Those pupils with an EHCP: -8% in reading, writing & maths combined</p>	<ul style="list-style-type: none"> • Nesy intervention • Offering private speech therapy • Read, Write Inc training for all staff • Teacher conferencing • The Write Stuff implementation • Before school phonic booster sessions • KS2 booster phonic sessions • Maths staff training • APDR cycle • Use of Clicker 8 • Readers tea • Increased use of library including at lunchtimes. 	Heather/ Caroline	Jan 2029	<p>There is no attainment gap between H&C pupils with Special Educational Needs and/or disabilities and pupils with Special Educational Needs and/or disabilities nationally in reading, writing and maths combined at the end of KS2.</p>
<p>By January 2029, to ensure the attainment (ARE) for disadvantaged pupils at the end of Key Stage 2 in Reading, Writing and Mathematics is in line with disadvantaged pupils nationally.</p> <p>The gap between H&C disadvantaged pupils in 2023 and disadvantaged pupils nationally in 2023 at the end of KS2 was:</p> <p>+21.3% in reading -5% in writing -39.3% in maths</p>	<ul style="list-style-type: none"> • Before school phonic booster sessions. • KS2 booster phonic session • Teacher conferencing • Pupil Premium Strategy • The Write Stuff implementation. • Maths staff training • Readers tea • Increased use of library including at lunchtimes 	Heather/ Caroline/ all staff	Jan 2029	<p>There is no attainment gap between H&C disadvantaged pupils and disadvantaged pupils nationally in reading, writing and maths at the end of KS2.</p>

<p>By January 2029, to significantly diminish the achievement gap between the performance of boys and girls in the Phonics Screening Check in Year 1 and in Reading at ARE at the end of Key Stage 2.</p> <p>The gap between our boys and girls in the Phonics Screening Check in 2023 was +46.1% (Boys 92.3%, Girls 46.2%).</p> <p>The gap between our boys and girls in reading in 2023 at the end of Key Stage 2 was -23.9% (Boys 57.9%, Girls 81.8%).</p>	<ul style="list-style-type: none"> • Nessy • Offering private speech therapy • Read, Write Inc training for all staff • Teacher conferencing • Before school phonic booster sessions. • KS2 booster phonic sessions. • Daily readers • Readers tea • Increased use of library including at lunchtimes. 	Kirsty/ Reading coordinator	Jan 2029	There is no attainment gap between the performance of boys and girls in the Phonics Screening Check in Year 1 and in reading at the end of KS2.
<p>To increase the participation of children from under-represented groups in extra-curricular activities (e.g. girls football, boys dance). This includes increased participation of disadvantaged children in clubs and festivals.</p> <p>Pupils with SEND currently well represented at 17.9% which is in line with our whole school</p>	Chiltern League participation.	Adam	Jan 2029	Establish a system to track pupil attendance at sporting events and extra-curricular activities.
	Golden ticket system for pupils to attend sports clubs from under-represented backgrounds including PPG pupils.			60% of pupils from under-represented backgrounds to attend a sports club
	Co-teaching with external sport coaching company to develop teacher's knowledge of activities in PE lessons including Dance.			Work with Sports Coaching Company to establish a multi-cultural curriculum to ensure sporting activities from variety of backgrounds.

cohort of 18.3% .	Visits from non-mainstream sports stars e.g. wheelchair basketballer.			All children to experience this at least twice while at H & C
	Ensure our swimming programme is inclusive and addressing any barriers that may exist for certain under-represented groups.			Ensure swimming provided to all pupils from a multicultural background.

Last updated (date) January 2024 By Rosie Phillips, (HT) Paula Birley (AHT, Curriculum Lead), Caroline Davey (AHT, SEND), Heather Woodward (SEND & Disadvantaged Lead), Helen King (School Business Manager) and Adam Jackson (Sport and Support staff Lead)

