

Equalities Information and Objectives

Haddenham Community Infant School demonstrates a strong identity which has a strong ethos of inclusion which is revealed through our vision and values of the school. Staff and governors are committed to promoting equality of opportunity across the school community and take seriously the requirements of the Public Sector Equality Duty as defined by legislation in 2010: <http://www.legislation.gov.uk/ukpga/2010/15/section/149>.

The Public Sector Equality Duty aims to:

- Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act. By removing or minimising disadvantages suffered by people due to their protected characteristics.
- Advance equality of opportunity between people who share a protected characteristic and those who do not. By taking steps to meet the needs of people from protected groups where these are different from the needs of other people
- Foster good relations between people who share a protected characteristic and those who do not. By encouraging people from protected groups to participate in public life or in other activities where their participation is disproportionately low.

Haddenham Community Infant School Equality Objectives (Last Reviewed September 2018)

- To ensure that all pupils, irrespective of gender, make at least good progress year on year and to close gaps in attainment between boys and girls in English and mathematics.
- To ensure that all pupils new to the school experience a successful transition, are happy and settle quickly to learning.
- To ensure that all parents are happy to come to school take part in school events and feel they are able to raise concerns about their child or about the way they are treated as a member of the school community and do not feel they are discriminated against in any way.
- To extend our pupils' understanding of cultural diversity and tolerance of differences in culture and religious beliefs through positive experiences of different cultures traditions and languages.
- Develop an understanding of, and respect for religions and faiths represented in Great Britain and the wider world; Christianity, Judaism, Sikhism, Hinduism and Islam by discussions and our religious education curriculum. These lessons are to be supplemented by delivering assemblies encompassing our world and our communities. In addition, guest speakers will be invited. We are open to raise awareness of other faiths, particularly if they are represented within our school community
- Enhance awareness and appreciation of children living in a different culture, by developing links with link school in Tanzania, the Kibaoni Primary School
- Organise visits to local places of worship
- The school has a zero tolerance policy on bullying and any incident related to

race, must be reported to Buckinghamshire County Council.

Equalities information (Last Reviewed January 2019)

Protected characteristics	Aims of the general duty		
	What evidence do we hold that we eliminate unlawful discrimination, harassment and victimisation?	How do we advance equality of opportunity between people who share a protected characteristic and those who do not?	How do we foster good relations between people who share a protected characteristic and those who do not?
Disability	<p>Planning for learning and support ensures that all disabled pupils play a full part in all aspects of school life, including trips, sports days and extra-curricular activities. Care is taken to ensure that any pupils or parents are supported whilst at the school or on our school site.</p> <p>Recent building and refurbishment works have improved disabled access and facilities within the school.</p> <p>Staff recruitment and professional review procedures help ensure equality of opportunity.</p>	<p>All pupils are seen to participate fully in all school events and sports days.</p> <p>We ensure that parents or visitors to our school who are disabled are able to access school events together with parents who are able-bodied.</p> <p>Children learn to support others and celebrate their involvement within a caring environment.</p>	<p>Expectations of pupils with disability are high and include appropriate challenge as for all pupils.</p> <p>Positive relationships are made between all pupils who see each other as equals. Able-bodied children create opportunities for disabled pupils to be included; opportunities are created where disabled pupils help others and are supported to take a lead in games and activities. The school works closely with outside agencies and the Specialist Teaching Service; assemblies and training and hosting events help raise their profile within the school and wider community.</p> <p>Ensure planned transition programmes are in place for pupils coming to Haddenham Community Infant</p>

			and then on to other schools.
Race	<p>Racist incidents (which are extremely rare) are treated very seriously and are recorded and reported annually to the governing body and to the Local Authority. All pupils achieve and make good progress, irrespective of race. The ethnic diversity of the school reflects the demographic of the local area and currently diversity is low in the area. Staff recruitment and professional review procedures help ensure equality of opportunity.</p>	<p>The school extends opportunities for children to experience other cultures through the curriculum, assemblies and through extended opportunities and visitors to the school (e.g. African drumming, Chinese Dancing, specialist weeks focussing on different countries and links with schools around the world). These experiences are promoted through the school website and newsletter as well as parent celebration assemblies and showcases. The school makes the most of international events to celebrate diversity and promote understanding of different cultures.</p>	<p>Children share experiences of other cultures and are interested in each other's lives.</p>
Sex	<p>Most pupils achieve and make good progress, irrespective of gender. Staff recruitment and professional review procedures help ensure equality of opportunity.</p>	<p>The school makes every effort to challenge traditional stereotypes relating to gender and equality. Monitoring of pupil data ensures appropriate interventions support achievement for all pupils in all areas of the curriculum, irrespective of gender.</p>	<p>The school curriculum and assemblies extend children's knowledge and understanding of people's involvement of the world and challenges traditional stereotypes about gender.</p>
Gender Reassignment	<p>Staff recruitment and professional review procedures help</p>	<p>The school has a strong ethos of equality and</p>	<p>The school promotes inclusion for all members of the</p>

	ensure equality of opportunity.	tolerance.	community.
Pregnancy and Maternity	<p>The school ensures entitlements to Paternity and Maternity Leave are met.</p> <p>Management support is in place.</p> <p>The school supports spouses wishing to attend medical appointments during pregnancy.</p> <p>The school supports flexible working as far as possible for teachers returning from maternity leave and for those with children.</p>	<p>Staff support needs during pregnancy are reviewed regularly with the line manager and the staff members personal risk assessment.</p>	<p>A strong team ethos helps foster a supportive environment for all staff.</p>
Age	<p>The school makes itself available as a letting resource for brownies, pilates, yoga and other groups from within the local community which span a range of ages.</p> <p>There is a wide age profile of staff and volunteers at the school.</p> <p>Staff recruitment and professional review procedures help ensure equality of opportunity.</p>	<p>As a school we celebrate the opportunities that are presented through a community with a wide age profile.</p>	<p>Members of the community are invited into school to talk about their experiences of life (explorer, religious figures in the community, people who have visited other countries)</p> <p>Children are involved in providing entertainment at the Over 60s group in the community in the summer term.</p> <p>The school engages in community events including the Village Christmas Carol Service, Haddenham Fete.</p>
Religion and belief	<p>As a non-denominational School Haddenham Community Infant promotes the understanding and tolerance of all religions and does not discriminate on the basis of religious</p>	<p>Children talk about different religious festivals and beliefs within RE lessons and at assemblies or concerts during the school year.</p> <p>Visitors and staff draw on a range of experience to ensure</p>	<p>The school continues to extend links beyond the local community with the aim of providing opportunities for children of widely differing cultures to learn together.</p> <p>The school promotes</p>

	<p>belief. Located within a broadly Christian community, the school celebrates Christmas and through assemblies and RE develops the knowledge and understanding of the main celebrations of other religions (e.g. Diwali, Chanukah, Eid).</p> <p>Staff recruitment and professional review procedures help ensure equality of opportunity irrespective of religious belief.</p>	<p>that children recognise that where they live is not necessarily representative of a multi-cultural society.</p>	<p>an understanding of shared values between different cultures and religious beliefs.</p>
Sexual Orientation	<p>The school demonstrates a commitment to equality of opportunity and treatment to all members of the community regardless of sexual orientation (e.g. parental involvement in school life). Homophobic language is not tolerated.</p> <p>Staff recruitment and professional review procedures help ensure equality of opportunity.</p>	<p>Ensure that all parents are involved in all aspects of school life.</p> <p>Enable children to develop an understanding of different models of family life.</p>	<p>Encourage the involvement of parents in all aspects of school life.</p> <p>Ensure that resources that are used in school promote a range of models of family life.</p>

Pupil Premium

We take specific measures to improve the performance of Pupil Premium children. These are covered by a separate report on our use of Pupil Premium money.

Disabilities

Haddenham Community Infant School has a commitment to support children with disabilities. We will make all reasonably practical adaptations to our school on a needs basis to enable all children to participate equally. For example, children who attend the school who needs a specially adapted wheelchair has ramps to access all school areas and appropriate

equipment for toileting and learning. We provide specially adapted furniture, e.g. special desks/chairs/equipment which allows students to work collaboratively.

Special Educational Needs

Children who have conditions with different symptoms and effects on learning are supported at Haddenham Community Infant School. Each child with identified SEN needs to be supported in a different way as best fits their circumstances. As with children who are disabled, we make any reasonably practical adjustments that will help tackle the issues faced by any particular child. We will arrange a pre-visit for children joining us and will seek (usually successfully) to arrange such a visit for children leaving us too. This means that, when they start at their new school, it is not totally strange to them. This limited familiarisation can be a great benefit. Often this familiarisation will be with the class teacher or teaching assistant but it can be any appropriate staff member.

Children with Specific Medical Needs

There are some children in our school that are not registered as disabled but who have conditions that may affect their access to education or even their safety – such as Asthma or an allergy. Similarly, although Diabetes qualifies as a disability, many sufferers do not consider it as such. Every member of staff knows the circumstances of every child who has a complex medical condition and ensure that staff who are in regular contact with the child concerned have detailed knowledge of all conditions of children in their care, have accessed any relevant professional training and know what to do if an incident occurs. With life threatening conditions, such as nut allergies, we ensure that there is a much wider knowledge of the children suffering from that issue so that urgent action can be taken to ensure safety.