

CHALFORD HILL PRIMARY SCHOOL

Equality, Diversity and Inclusion Statement

Date of Policy: November 2025
Next Review Date: November 2028

The school is required to hold and publish information about how we comply with the Public Sector Equality Duty (Equality Act 2010). This is addressed within this Equality Diversity and Inclusion Statement.

Legal Duties

As a school we welcome our duties under the Equality Act 2010 to:

- Eliminate discrimination, harassment, victimisation, and any other conduct that is prohibited under the Act.
- Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it.
- Foster good relations between persons who share a relevant protected characteristic and persons who do not share it.
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These duties apply to all pupils, staff, and all other members of the school community. We will give relevant and proportionate consideration to the public sector equality duty.

We understand the principle of the Act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity.

A protected characteristic under the act covers the groups include:

- age (for employees not for service provision),
- disability
- ethnicity
- gender
- gender reassignment
- maternity and pregnancy
- religion and belief, and
- sexual identity
- Marriage and Civil Partnership (for staff)

To meet the general duties, listed above, the law requires us undertake specific actions to demonstrate how we meet them. These include:

- Publication of equality information – to demonstrate compliance with the general duty covering the entire function of the school
- Publication of equality objectives

We will not publish any information that can specifically identify any individual child or adult.

To do this we will collect and analyse data related to the protected characteristics above to determine our focus for our equality objectives. The data will be assessed across our core provisions as a school.

This will include the following functions:

- Admissions
- Attendance
- Attainment
- Exclusions
- Incidents related to breaches of this statement

Objectives for Equality, Diversity, and Inclusion

To ensure Stakeholder Engagement:

- Monitor results of the school survey regarding opinion and suggestions to continuously improve our approach and activities.
- Work with children across the school to gather feedback, through pupil conferencing, School Council, Pupil Questionnaires with a view to continuous improvement.
- Ensure staff are trained and enabled to deliver a curriculum that reflects the most current thinking and good practice in this area.
- Work with our PTA and local community to improve awareness and draw on external expertise to improve our provision.

To maintain and ensure high quality accessible facilities:

- Regular inspection and audit of school facilities and grounds to ensure accessibility and a range of activities to reflect the diverse needs of our pupils.
- Appropriately use and seek funding to improve accessibility of our facilities.

To deliver a deep, rich curriculum that instils equality, diversity, and inclusivity as core values:

- Regular CPD for all staff and governors (where appropriate).
- Continue to embed the School's vision and install the values around respect for equality, diversity and inclusion at school, class, and individual level.
- Regular review of the curriculum to ensure it reflects current and good practice

In addition to the above objectives equality diversity and inclusion are embedded in our strategic plan, ethos, and vision.

School Strategic Plan commits to the following activities:

- Inclusive and equal opportunities, encouraging pupils to discover sporting, artistic and other interests, and talents.
- Strong societal values, celebrating diversity and inspiring care for the natural world.
- Provide a happy and secure school environment
- Encourage positive relationships throughout the school community
- Listen to pupil's perspectives
- Increase use of school's playing field, creating wildlife habitats, an outdoor classroom, and sports opportunities for all pupils
- Communicate the vision, values, unique characteristics, and the daily experiences enjoyed by our pupils.

Ethos and Vision to embed equality diversity and inclusion

Our ethos recognises all children as the individuals they are with different personalities, learning styles, talents, and ways of taking in and giving information. We will encourage them to flourish as individuals, to be curious understand the diversity around them in their class, school, community, and wider world. The child's perspective, health and wellbeing will be foremost in our approach and decisions along with encouraging respect and understanding.

Our vision is achieved through our school motto REACH and supported by our REACH responsibilities (also known as Golden Rules).

Our REACH responsibilities are:

- **Respect:** We respect ourselves, others, and everything around us by making good choices.
- **Effort:** We take part and try our best in school; our community; and the wider world.
- **Achieve:** We ask questions and work hard to achieve our goals and reach our own potential
- **Challenge:** We look for ways to solve problems and improve even when we find things hard.
- **High Five:** We celebrate ourselves and each other, building positive relationships.

These values are embedded into our school culture and community.

Responsibilities of the School Community

We believe that the promotion of equality diversity and inclusion is the responsibility of everyone in the school community. This table outlines the responsibilities of groups or individuals within that community:

Role in the School Community	Responsible for
Governing Body	Involving and engaging the school community in identifying and understanding equality, diversity, and inclusion barriers. Monitoring the pattern and frequency of equality, diversity and inclusion related incidents and outcomes. Agreeing the Equality, Diversity and Inclusion Statement and objectives.
Headteacher	Promoting key messages to staff, parents and pupils about equality, diversity, and inclusion, what is expected of them and what can be expected from the school in carrying out its day-to-day duties. Ensuring that the whole school community receives training to meet our equality, diversity, and inclusion objectives. Ensuring that recruitment opportunities, practices and panels do adhere to the legal requirements and values communicated in this statement. Ensuring accessible facilities and services across the school provision. Ensuring that all are aware of their responsibility to challenge behaviours in relation to and record and report prejudice related incidents. Reporting all incidents and ensure prompt action
Senior Leadership	Supporting the Head teacher in their duties above. Ensuring fair and equitable treatment and access to facilities, services, and training opportunities across the school provision. Enacting and embedding a responsibility to challenge behaviours in relation to and record and report prejudice related incidents.

Teaching Staff	Delivering the right outcomes for pupils within their individual context. Upholding the commitment made to pupils and parents/carers as to how they can be expected to be treated. Designing and delivering an accessible, inclusive, and diverse curriculum. Challenging behaviours in relation to and record and report prejudice related incidents.
Non-teaching staff	Supporting the school and the governing body in delivering a fair and equitable service to all stakeholders. Upholding the commitment made by the head teacher with regards to how pupils and parents/carers can be expected to be treated. Ensuring fair and equitable treatment and access to facilities, services, and training opportunities across the school provision. Challenging behaviours in relation to and record and report prejudice related incidents.
Volunteers	Supporting colleagues to ensure an equal, diverse, and inclusive school community. Challenging behaviours in relation to and report prejudice related incidents.
Parents	Taking an active part in identifying equality, diversity, and inclusion barriers for the school community. Informing staff and the governing body of actions that can be taken to eradicate any barriers to achieving our objectives. Taking an active role in supporting and challenging the school to achieve their objectives in tackling inequality and achieving equality of opportunity for all.
Pupils	Supporting the school to achieve their objectives and promote equality diversity and inclusion. Upholding the commitment made by the head teacher as to how pupils and parents/carers, staff and the wider school community can expect to be treated and should treat each other. Using the pupil voice (school council) to enact change and eradicate barriers to equality, diversity, and inclusion

Local community	Take an active part in identifying barriers for the school community and in informing the governing body of actions that can be taken to eradicate these Take an active role in supporting and challenging the school to achieve the commitment made to the school community in tackling inequality and achieving equality of opportunity for all. We will ensure that the whole school community is aware of the Equality & Diversity Statement and our published equality information and objectives by publishing them on our school's website.
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Breaches of the Equality Diversity and Inclusion statement

Pupil breach process:

- Incident takes place
- ↓ The Head teacher or Deputy Head teacher to investigate allegations (if reported) or to challenge behaviour immediately.
- ↓ Responses sent by Head teacher or Deputy Head teacher to the victim and family within 48 hours.
- ↓ Response sent by the Head teacher or Deputy Head teacher to perpetrator and family within 48 hours.
- ↓ Appropriate action to be taken with those involved, at class and school level (if required).
- ↓ Incident form completed within 48 hours and logged on insight.
- Incidents reported to the Governing body and local authority on a termly basis.

Staff breach process:

- Behaviour to be challenged immediately and a reminder of the school's commitment to equality, diversity and inclusion to be given by the Head teacher or Deputy Head teacher.
- ↓ Staff breaching the scheme the relevant procedures outlined in the staff discipline and grievance policy will be instigated.
- ↓ Incident form completed within 48 hours and logged on insight.
- Incidents reported to the Governing body and local authority on a termly basis.

Parents/Volunteers/Visitors breach process:

- Behaviour to be challenged immediately and a reminder of the school's commitment to equality, diversity, and inclusion to be given by the head teacher or SLT.
- Further incidents will lead to individuals being requested to leave school premises an incident form completed and reported as detailed above.

Monitoring and Review

Every three years, we will review our objectives in relation to any changes in our school profile. Our Equality, Diversity and Inclusivity objectives will sit in our School Development Plan and therefore will be reviewed as part of this process.

The Senior Leadership Team and Governors at Chalford Hill commit to the regular review of the progress we are making towards meeting our equality objectives and report annually on any matters arising from our monitoring of this.