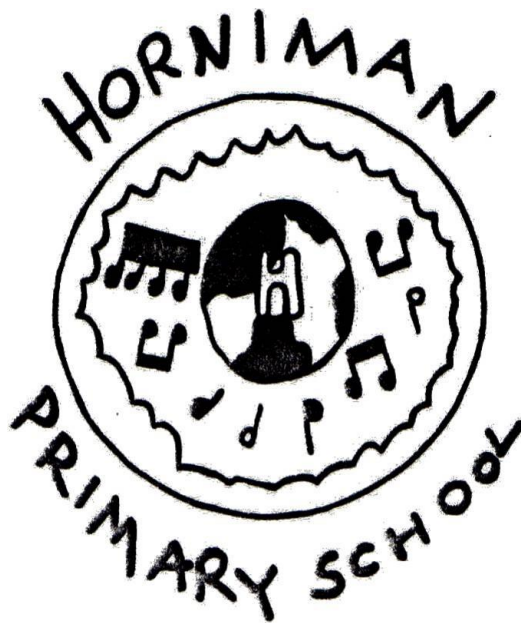


# Horniman School Equality and Diversity Policy



This policy was agreed by the governing body on: (and supersedes all previous policies relating to this area)	
Signed:	Chair of Governors
Implemented:	Sept 2021
Review date:	Sept 2027
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### 1. Aims

The aims of this policy are to outline how at Horniman School we:

- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it
- Celebrate diversity and strive to become an anti-racist school
- Develop a curriculum that teaches understanding, acceptance and challenges discrimination

### 2. Introduction

Our school is inclusive; we focus on the well-being and progress of every child and we are committed to ensuring all members of our community are of equal worth.

We have a due regard to the need to eliminate unlawful discrimination, harassment and victimization.

We believe that the Equality Act (2010) provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people. It also ensures that we continue to tackle issues of disadvantage and underachievement.

We recognise that these duties 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.

We understand the importance of the Black Lives Matter movement and how it has highlighted the inequalities that result from historic, systemic racist policies and practices.

### 3. Principles

Our approach to equality is based on 7 key principles

1. All learners are of equal value. Whether or not they are disabled, whatever their ethnicity, culture, economic background, national origin or national status, whatever their gender and gender identity, whatever their religious or non-religious affiliation or faith background and whatever their sexual orientation.
2. We recognise, respect and value difference and understand that diversity is a strength. We take account of differences and strive to remove barriers and disadvantages which people may face, in relation to background, disability, ethnicity, gender, religion, belief or faith and sexual orientation. We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.
3. We foster positive attitudes and relationships. We actively promote positive attitudes and mutual respect between groups and communities different from each other.
4. We foster a shared sense of cohesion and belonging. We want all members of our school community to feel a sense of belonging within the school and wider community and to feel that they are respected and able to participate fully in school life.
5. We observe good equalities practice for our staff. We ensure that policies and procedures benefit all employees and potential employees in all aspects of their work, including in recruitment and promotion, and in continuing professional development.
6. We have the highest expectations of all our children. We expect that all pupils can make good progress and achieve to their highest potential.
7. We work to raise standards for all pupils, but especially for the most vulnerable. We believe that improving the quality of education for the most vulnerable groups of pupils raises standards across the whole school.
8. We work to address the inequalities that result from historic, systemic racist policies and practices. We pledge to take actions that will address access and opportunity for all pupils, by highlighting inequalities and increasing awareness.

### 4. Equal Opportunities Statement

The governing body and school is committed to a policy of equality and aims to ensure that no employee, job applicant, pupil or other member of the school community is treated less favourably on grounds of sex, race, colour, ethnic or national origin, marital status, age, sexual orientation, disability or religious belief.

Any behaviour, comments or attitudes that undermine or threaten an individual's self-esteem on these grounds will not be tolerated.

We aim to provide equal access to high quality educational opportunities and to ensure that everyone feels that they are a valued member of the school community.

We seek to provide a safe and happy environment where all can flourish and where cultural diversity is celebrated.

We aim to empower our pupils to make informed choices so that they are better prepared for the opportunities, responsibilities and experiences of life within their community.

Equality of opportunity cannot be realised without the involvement and commitment of all members of the school community and a common understanding of the pivotal role of equal opportunities in

the context of the school's ethos and values, in particular, the recognition that the role of all staff is crucial in the delivery of the objectives of the policy

All members of the school community are responsible for promoting the school's equal opportunities policy and are obliged to respect and act in accordance with the policy.

## **5. Tackling Race Inequality in Education Pledge**

We have adopted the Lewisham Tackling Race Inequality in Education Pledge.

At Horniman School, we will work to address the inequalities that result from historic, systemic racist policies and practices.

We pledge to take actions that will address access and opportunity for all pupils, by highlighting inequalities and increasing awareness.

We commit to:

- Targeting ambitious outcomes for Black Caribbean heritage and Black and Minority Ethnic pupils
- Reducing exclusions of Black Caribbean heritage pupils of all ages
- Leaders and governors taking a whole school approach to embedding race equality
- Transparent reporting and sharing of borough-wide data trends
- Working together in new ways and sharing good practice to embed race equality in our school cultures and curriculum
- Actively developing high quality relationships with Black Caribbean heritage and Black and Minority Ethnic pupils and their parents
- Improving Black representation in school leadership and governing bodies

## **6. Equality Objectives and Information**

Horniman School's Equality Objectives and Information document sets out how we meet our statutory statutory public sector equality duty duties.

Each year we will:

- Publish attainment data each academic year showing how pupils with different characteristics are performing
- Analyse the above data to determine strengths and areas for improvement, implement actions in response and publish this information
- Make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying)
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils

Equalities objectives are set every four years by the school.

**Our objectives for 2023-2027 are:**

- **Objective 1:** *Increase the representation of staff and governors from local black and minority ethnic communities over a 4-year period (from September 2023-September 2027)*
- **Objective 2:** *Increase the outcomes for black and black mixed pupils to be in line with their peers*
- **Objective 3:** *Raise awareness and understanding of sexual orientation discrimination*
- **Objective 4:** *Raise the outcomes for boys in reading and writing to be in line with girls*

For details of how we are making progress towards these objectives see Equality Objectives and Information

## 7. Curriculum

Diversity is one of our curriculum drivers and is considered when planning all subjects and curriculum areas.

As part of the pupils' spiritual, moral, social and cultural (SMSC) development children will be taught to challenge inequality, celebrate diversity and learn about diverse and representative events, individuals and topics.

Subject Leaders have attended training to decolonize the curriculum and the curriculum is constantly reviewed to ensure that it contains diverse voices, emphasizes neglected stories and recognizes and explores difficult aspects of British History.

## 8. Equal Opportunities for staff

We are committed to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing and employment.

- All staff appointments and promotions are made on the basis of merit and ability and in compliance with the law.
- We are also concerned to ensure wherever possible that the staffing of the school reflects the diversity of our community.
- As an employer our Trust strives to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce.
- We respect the religious beliefs and practice of all staff, pupils and parents, and comply with reasonable requests relating to religious observance and practice.
- 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.

## **9. Roles and Responsibilities**

### **2.1 Governing body**

The governing body is responsible for:

- ensuring the school complies with equality legislation
- ensures that this policy and its related procedures are implemented
- be part of a Diversity committee that focuses on promoting diversity, developing anti-racist policies and improving diversity in leadership and governance

### **2.2 Senior leaders**

The SLT are responsible for:

- promoting a culture of equality and diversity
- implementing the policy
- ensuring that all staff are aware of their responsibilities and are given appropriate training and support
- taking appropriate action in any cases of unlawful discrimination and reporting these as appropriate

### **2.3 Staff**

All staff are responsible for:

- promoting an inclusive and collaborative ethos in their classroom
- challenging prejudice and discrimination
- dealing fairly and professionally with any prejudice-related incidents that may occur
- planning and delivering curricula and lessons that reflect the school's principles, for example, in providing materials that give positive images in terms of race, gender and disability
- maintaining the highest expectations of success for all pupils irrespective of race, religion, gender, economic background, disability etc.
- supporting different groups of pupils in their class through differentiated planning and teaching
- keeping up-to-date with equalities legislation relevant to their work
- report any racist, homophobic or other discriminatory language or behaviour

### **2.4 Pupils**

Pupils should:

- support the school to achieve the commitment made to tackling inequality.
- follow the school rules and home school agreement
- report any racist, homophobic or other discriminatory language or behaviour

## **2.5 Parents/Carers**

Parents and Carers should:

- 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 given to the school community in tackling inequality and achieving equality of opportunity for all.
- report any racist, homophobic or other discriminatory language or behaviour

## **6. Monitoring arrangements**

This policy will be reviewed every 12 months and at every review, it will be approved by the governing board.

## **7. Links with other policies**

This policy is linked to our:

- Equality Objectives and Information
- Accessibility plan
- SEND Policy
- Relationships, Sex and Health Education (RSHE) Policy
- Spiritual, Moral, Social and Cultural (SMSC) Policy
- Anti-bullying Policy
- Curriculum Policy