



**WEST HOVE
INFANT SCHOOL**
.....
A family of friends



Hove Learning Federation

Equalities & Diversity Policy

Amended: Spring 2025
Adopted by the Full Governing Body: XXXX
Review Date: Spring 2027



1 Introduction & Context

1.1 Why We Have Developed This Equality Policy

This Equalities and Diversity Policy for Hove Learning Federation brings together all previous policies, schemes and action plans around equality including those that we had previously for Race, Gender and Disability. It includes **all the protected characteristics** covered under the Equality Act 2010 as well as other aspects, which have the potential to discriminate against or to devalue any individuals within our community. We are committed to the development of cohesive communities both within our school's physical boundaries and within our local, national and global environments. Our school embraces the aim of working together with others to improve children's educational and health and wellbeing outcomes, and notes the rights set out in the UN Convention on the Rights of the Child.

This policy should be read in conjunction with our School Aims, Vision and Values and in particular with:

- SEND Policy
- Pupil Premium Policy
- PSHE Policy
- Behaviour Policy
- Relationship Policy
- Anti-bullying Policy
- Curriculum Policy

Our Equality Policy is inclusive of our whole school community – pupils/students, staff, parents/carers, visitors and partner agencies - who we have engaged with and who have been actively involved in and contributed to its development.

The purpose of this Policy is to set out how our practice and policies have due regard to the need to:

- Foster good relations between groups and to promote community cohesion
- Advance equality of opportunity and eliminate discrimination, harassment and victimisation;

It explains how we aim to listen to and involve pupils, staff, parents and the community in achieving better outcomes for our children and young people.

1.2 Our School Within the Wider Context

As a school, we are committed to having knowledge of our school community and frequently analyse data, which provides evidence of the backgrounds of the members of our school community and the attainment and wellbeing of our pupils and groups of pupils. We use this data to plan improvements that will benefit our school community.

Hove Learning Federation serves an increasingly diverse and vibrant community. We are committed to having knowledge of our school community and frequently analyse data, which provides evidence of the backgrounds of the members of our school



community and the attainment and wellbeing of our pupils and groups of pupils. We use this to plan improvements that can benefit our school community.

1.3 Our Vision Statement about Equality

This policy supports and reinforces the aims of Hove Learning Federation, valuing all children equally and as individuals.

Inclusion promotes equal opportunities for all pupils, whatever their age, gender identity, ethnicity, attainment and background. It pays particular attention to the provision made for, and the achievement of, different groups of pupils within a school and any pupils who are at risk of disaffection and exclusion.

Ofsted defines an educationally inclusive school as one in which the teaching and learning, achievements, attitudes and well-being of every young person matter. As a school, we have undergone the 'Inclusion Quality Mark', which provides schools with a nationally recognised framework to guide their inclusion journey. Through this process, the school has also been awarded 'Centre of Excellence' status in 2019-20 and 2020-21 and 2022-23. This is an opportunity for the school to build on the success of the IQM award and work with other Centre of Excellence status schools to share and build on their existing good practice in inclusion best practice.

Criteria for Centre of Excellence at Hove Junior School:

- Committed to sustaining the Inclusion Quality Mark ethos through collaborative activities.
- Have demonstrable plans to sustain and develop internal inclusive practice.
- Have good mechanisms to disseminate and share good practice between the schools.
- Have, or are able to develop, the capacity to share and disseminate good inclusive practice across a broader cluster of schools.
- Are willing to engage in classroom level research activity that explores inclusive practice.
- Agree to have an annual IQM visit to ratify or validate the progress and develop an annual plan for development.
- Agree to contribute an annual written update of progress against the eight elements as the basis for the annual review.
- Are prepared to contribute to the overall development aims of IQM, supporting the need for expertise or trialling practice.

'The staff care deeply about their central aim of striving for all children to reach their full potential. This strongly held principle has successfully guided the team through their support of the children throughout the COVID-19 pandemic. They have continued



to strive for the children's academic, social and emotional development and have placed great emphasis on the wellbeing of the school community' November 2020 IQM Assessment.

Through our 'Personal Development' curriculum, we develop children's self-knowledge, self-esteem and self-confidence. Much of our school ethos and behaviour policy is based on our key LEARN principle of 'Respect', and pupils have been part of discussions and assemblies related to what this means and how it is shown. The Learn statements are displayed around the school and in every classroom. They are revisited through PSHE lessons and assemblies as well as through our behaviour policy. Linked to these principles, we have developed a range of learning characters (e.g. Independence, Questioning and Resilience) who are referred to throughout lessons and daily school life. These characters embody the traits that we aim to promote and celebrate with our assemblies and discussions involving equality and prejudices supported by learning in RE and PSHE.

As a school, we are increasingly culturally diverse and we are proud to promote and celebrate our different backgrounds and beliefs. We actively promote fundamental British Values including a culture of respect for others. For information on British Values, see our Equalities section on our school website.

We seek to foster a warm, welcoming and respectful environment, which allows us to question and challenge discrimination and inequalities, resolve conflicts peacefully through our Restorative Justice approach, and work and learn free from harassment and violence. We want all who attend our school to develop a positive sense of belonging and their own identity.

We recognise that there are similarities and differences between individuals and groups but we will strive to ensure that our differences do not become barriers to participation, access and learning and create inclusive processes and practices, where the varying needs of individuals and groups are identified and met. We therefore cannot achieve equality for all by treating everyone the same. We believe we all have equal rights, but may have different needs.

We believe that effective equality practice will contribute to raising aspirations and achievements, keeping children safe from bullying and prejudice and from the dangers of radicalisation and extremism.

1.4 Overall Aims of Our Equality Policy

We will build on our similarities and seek enrichment from our differences and so promote understanding and learning between and towards others to create cohesive communities where everyone feels a sense of belonging. We welcome our equality duties as set out in the Equality Act 2010 and seek to involve the whole school community in order to ensure better outcomes for all.

We work to:

- Eliminate discrimination and other conduct that is prohibited by the Act,



- 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.

We recognise that it is unlawful to discriminate against a pupil, prospective pupil or a member of staff by treating them less favourably if they have protected characteristics:

- Age (staff only)
- Sex
- Race
- Disability (physical or mental impairment which has a substantial and long term adverse effect on that person's ability to carry out normal day to day activities)
- Religion or belief or no belief
- Sexual orientation
- Gender identity
- Pregnancy or maternity
- Marriage or civil partnership (staff only)

We have produced an [access plan](#), published on our website, which addresses our statutory duties to:

- Increase the extent to which disabled pupils can participate in the curriculum;
- Improve the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided; and
- Improve the availability of accessible information to disabled pupils.

2 Our Approach

2.1 Introduction

Specific equality objectives are set out in our **Equality Information and Equality Objectives** published on our school websites here: www.hovejuniorschool.co.uk and here: <https://www.westhoveinfants.co.uk>

In addition, the school takes a whole school approach to equality, community relationships and spiritual, moral, social and cultural development. We seek to embed equality of access, opportunity and outcome for all members of our school community, within all aspects of school life. We actively seek out opportunities in and outside of the curriculum to embrace the following key concepts:

- Identifying common and shared values, aspirations and needs underpins our approach to equality. We value our fundamental similarities and universality.
- Valuing difference and diversity. We appreciate the richness within our differences and look for ways of celebrating and understanding them better.
- Interdependence, interaction and influence. We recognise that, as they evolve, distinct cultures, beliefs and lifestyles will impact on and inform each other and recognise the importance of social cohesion within our school and local community.



We aim to inspire and recognise high personal development and collective achievement throughout our community, the UK and the wider world.

- Personal and cultural identity. We will provide opportunities to explore and value the complexity of our personal and cultural identities
- Fairness and social justice. We will develop our understanding of the inequality that exists in society and explore ways of individually and collectively promoting a more equitable society.
- To provide an anti-racist education challenging race inequality, so that we can provide the best possible teaching for all our children and every child can thrive. Helping us to build an anti-racist community. The school uses the Brighton and Hove City Council resources and planning for Anti-Racism, which include the PSHE resources.

2.2 Teaching & Learning

We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of 'Personal Development', achievement and outcomes. To do this, we will:

- Use contextual data to improve the ways in which we provide support to individuals and groups of pupils;
- Take account of the achievement of all pupils when planning for future learning and setting challenging targets;
- Monitor achievement data by the protected characteristics (where possible) and action any gaps;
- Encourage classroom and staffroom discussion of equality issues which reflect on social stereotypes, expectations and the impact on learning;
- Include teaching and classroom-based approaches appropriate for the whole school population, which are inclusive and reflective of our pupils.
- Ensure equality of access for all pupils and prepare them for life in a diverse society;
- Use materials that reflect the diversity of the school, population and local community in terms of the protected characteristics, without stereotyping;
- Promote acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain;
- Provide opportunities for pupils to appreciate their own identity and culture and celebrate the diversity within our school community, the local context and wider;
- Seek to involve all parents/carers in supporting their child's education;

2.3 Support for Pupils/Students

2.3.1 Reasonable Adjustments and Auxiliary Aids

Hove Learning Federation is an inclusive school and we provide reasonable adjustments for pupils with Special Educational needs or disabilities including auxiliary



aids and services for disabled pupils where necessary. We will also consider potential adjustments, which may be needed for disabled pupils generally, as it is likely to anticipate for pupils in the future. (See [SEND Policy](#)).

The reasonable adjustments duty is owed to disabled pupils, as defined in the Equality Act 2010.

The Act says that a pupil has a disability if he or she has a physical or mental impairment that has a long-term and substantial adverse effect on his or her ability to carry out normal day-to-day activities. Physical or mental impairment includes sensory impairments such as those affecting sight or hearing.

The definition of disability is explained in more detail in Chapter 5 of the *Technical Guidance for Schools in England*. This and more guidance on the definition of disability is available online at www.equalityhumanrights.com

Some disabled pupils will also have Special Educational Needs (SEN) and may be receiving support via school-based SEN provision or have a statement of SEN or an Education, Health and Care plan (EHC plan). The fact that a disabled pupil has SEN, an SEN statement or EHC plan does not take away a school's duty to make reasonable adjustments for that pupil.

In practice, of course, many disabled pupils who also have an SEN statement or EHC plan will receive all of the support they need through the SEN framework and there will be nothing extra that the school has to do. However, some disabled pupils will not have SEN and some disabled pupils with SEN will still need reasonable adjustments to be made for them, in addition to any support that they receive through the SEN framework.

2.3.2 Pastoral Support

Examples of Pastoral Support at Hove Learning Federation include:

- A strong PSHE and RE curriculum.
- Learning mentors who support children and families with a range of social, emotional, attachment and behavioural issues.
- Named adults/teams linked to a child as appropriate with a range of social, emotional, attachment and behavioural issues.
- A commitment to a whole-school restorative justice approach.
- Worry/Voice boxes in classes and around the school, which are promoted through assemblies.
- An established School and Eco Council.
- Adult Play leaders in post who directly support the children.
- A system of trained pupil 'Play Leaders' trained to support lunchtime play.
- Safety Net training to support nurture and friendship issues at lunchtimes.
- Time to Talk for children during break times.
- Lunchtime nurture group in place for Vulnerable Pupils.
- Early Help Framework around families as required.
- Attendance School Officer liaison.



- The school works with external agencies such as Nuffield Health and Brighton and Hove Albion to provide workshops in 'mental and physical health' and resilience.

2.4 Admissions

Arrangements for the admission of children to our school are made by the Local Authority. Admissions arrangements are fair and transparent, and do not discriminate on any of the protected characteristics. (See [Admissions Policy](#))

For all state maintained community schools the Local Authority is the admission authority. Local authorities / schools must not discriminate against pupils / students in admissions or in their day-to-day operations, such as in the allocation of pupils / students to particular classes, there are a few exceptions:

- Some aspects of admissions to schools which are of a religious character are not covered (currently all schools of a religious nature are voluntary aided).
- School curriculum and collective worship are not covered by legislation affecting discrimination on grounds of religion or beliefs.
- Schools may treat disabled pupils more favourably than others if it prevents them being at a disadvantage.
- Age discrimination legislation does not apply to the treatment of pupils or provision of education.

2.5 Exclusions

Exclusions will always be based on the school's Suspension and Exclusions Policy. We will closely monitor exclusions including by groups of pupils to avoid any potential adverse impact and ensure any discrepancies are identified and dealt with.

2.6 Religious observance

We respect the religious beliefs and practice of all staff, pupils/students and parents/carers, and comply with reasonable requests relating to religious observance and practice.

2.6b Additional areas of practice

- IQM report and whole school targets are available for inspection on our school website.
- A detailed breakdown of activities which support children's 'Personal Development is included in our 'Parent School Development Plan' on our school website
- Assemblies link to our key areas of practice including the School's LEARN ethos and the Characteristics of Learning
- We take a proactive approach to the engagement of all families through our Parent council, parent support groups and education workshops



- We use AFA (Achievement For All) strategies including additional termly extended parent meetings for vulnerable pupils
- We ensure the accessibility of all pupils to all school activities including trips and clubs
- A range of adjustments has been made to our buildings to support accessibility and the inclusion of all children. For example, providing disabled toilet facilities and child changing facilities – see Accessibility Plan on our school websites.

2.7 Hiring out our premises

Our Equality Policy includes governors, and members of the public who use and find themselves on school premises as part of the business of the school.

If our premises are used by other organisations to run activities or provide services which are not connected with the school, then we are not responsible for the activities or services provided. However, we will do our best to ensure through our Lettings Policy that groups contravening the school / college values and Equality Policy will not be permitted to hire rooms or use our grounds.

3 Our Staff

We comply fully with legislation which protects our staff (including teachers, teaching assistants, supervisors and student teachers) from discrimination based on the protected characteristics. With regard to disability, we make such reasonable adjustments as are necessary to prevent a disabled person being at a substantial disadvantage in comparison with people who are not disabled.

This includes discrimination in relation to recruitment, terms and conditions, promotions, transfers, dismissals, training and employment practices (such as dress codes) and disciplinary procedures. We make efforts to ensure that the diversity of our workforce reflects that of our local community and wider society. In accordance with the Equality Act we do not enquire about the health of an applicant (unless specific requirements are intrinsic to the role) until a job offer has been made or require job applicants to complete a generic ‘all encompassing’ health questionnaire as part of the application procedure. (See the *Safer Recruitment Toolkit* for further guidance.)

We will ensure the safety and well-being of our staff and take seriously and act on incidents of harassment and discrimination recognising that our staff may be either victims or perpetrators.

There are some specific exceptions to the religion or belief provisions of the Equality Act for employment by schools designated as having a religious character.

See Department of Education website for further guidance on this:

<https://www.gov.uk/government/organisations/department-for-education/about/equality-and-diversity>

We interpret our duties positively; and will make reasonable adjustments to avoid disadvantage, and we will work hard to ensure a safe, positive and inclusive environment.



Further support is available within and outside school for particular groups of staff and includes: Brighton & Hove Council Counselling Scheme, BME / LGBT / Disabled Workers and Carers Forum and Women's Network.

Via the Human Resources service purchased from the Local Authority, we have access to advice and guidance on equality matters relating to staff through the intranet, bulletins and advice given by HR professionals. Relevant policies are listed below.

Our staff team have undertaken training to help them understand their equality duties/and or the differing needs of protected groups within our school community. We have mechanisms in place to identify areas for development.

4 The Roles and Responsibilities within Our School Community

Our Headteacher/Heads of School will:

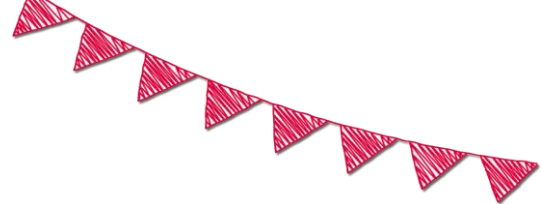
- Ensure that staff, parents/carers, pupils/students and visitors and contractors are engaged in the development of and informed about the Equality Policy
- Oversee the effective implementation of the policy
- Ensure staff have access to training which helps to implement the policy
- Develop partnerships with external agencies regarding the policy so that the school's actions are in line with the best advice available
- Monitor the policy and report to the Governing Body at least annually on the effectiveness of the policy and publish this information
- Ensure that the Senior Leadership team is kept up to date with any development affecting the policy or actions arising from it
- Take appropriate action in cases of harassment and discrimination
- In partnership with governors deal with breaches of this policy

Our governing body will:

- The Curriculum and Outcomes Committee will have specific responsibility for the Equality Policy.
- Ensure that the objectives arising from the policy are part of the School's Key Priorities and School Self Evaluation where appropriate.
- Support the Headteacher in implementing any actions necessary.
- Engage with parents and partner agencies about the policy.
- Evaluate and review the policy annually and the objectives every 3 years.

Our Senior Leadership Team will:

- Have responsibility for supporting other staff in implementing this Policy.
- Provide a lead in the dissemination of information relating to the Policy.
- With the Headteacher/Heads of School, provide advice/support in dealing with any incidents/issues.
- Assist in implementing reviews of this policy as detailed in the Hove Learning Federation 'Key Priorities'.



Our pupils/students will:

- Be involved in the development of the Policy and will understand how it relates to them, appropriate to age and ability
- Be expected to act in accordance with the Policy
- Be encouraged to actively support the Policy

Our parents/carers will:

- Be given accessible opportunities to become involved in the development of the Policy
- Have access to the Policy through a range of different media appropriate to their requirements
- Be encouraged to actively support the Policy
- Be encouraged to attend any relevant meetings and activities related to the Policy
- Be informed of any incident related to this Policy which could directly affect their child

Our school staff will:

- Be involved in the development of the Policy
- Be fully aware of the Equality Policy and how it relates to them
- Understand that this is a whole school issue and support the Equality Policy
- Model good practice by recognising and challenging prejudice and stereotyping
- Promote equality and avoid discrimination against anyone for reasons of ethnic or national origins, language, culture, religion or belief, disability, gender, sexual orientation or social class.
- Respond to and report any equality related bullying and incidents in line with school policy
- Make known any queries or training requirements

Relevant voluntary or community groups and partner agencies will:

- Be involved in the development of the Policy
- Be encouraged to support the Policy
- Be encouraged to attend any relevant meetings and activities related to the Policy

5 Responding to harassment, victimisation and bullying

For incidents involving staff, individuals should refer to their Line Manager or a member of the Senior Leadership Team.

5.1 Definitions

We recognise that hate incidents and prejudice-based bullying behaviour is driven by negative assumptions, stereotypes or misinformation. These are then directed against an individual or group, based on difference (real or perceived), and linked to, for example, racism, transphobia, homophobia, negative views of disabled people or



sexism. We will take action to prevent, challenge and eliminate any such behaviour. Add link to Anti-Bullying Policy here

Our Anti-Bullying Policy defines bullying in the following way:

1. **On-going**, it is not the same as conflict between two equals or random unprovoked aggressive acts or incidents
2. **Deliberate**,
3. **Unequal**, it involves a power imbalance.

Bullying can happen between adults, between children and young people and between adults and young people.

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via social media or the internet) and usually involves an imbalance of power. It can involve verbal taunts, name calling, physical injury, and damage to property, rumour spreading, shunning or ridicule and is often motivated by prejudice against particular groups, for example on grounds of ethnicity, religion, belief, gender or gender identity, sexual orientation or disability, or because a child is in care, has caring responsibilities or mental health issues. It might be motivated by actual differences, perceived differences or as a result of association with someone else.

Adapted from; *Preventing and Tackling Bullying Advice* for Head Teachers, Staff and Governing Bodies, DfE, 2011

We define 'Prejudice related / hate incidents' in the following way:

This is a one-off incident which is perceived by the victim or any other person, to be motivated by hostility, prejudice or ignorance, based on a person's perceived or actual ethnicity, gender, disability, religion, beliefs, sexual orientation or gender identity or their association with someone from one of these groups. These can also include indirect prejudice driven behaviour that is not targeted at one individual. The impact of this expression of prejudice against an equality group whether intentional or not can be damaging and must therefore be responded to as a prejudice related incident. In some settings, prejudice-based incidents are referred to as Hate Incidents.

We recognise that we as individuals and society often struggle with difference of any kind (perceived or actual), which can result in seizing upon the most visible sign of difference e.g. skin colour or disability.

Through our school ethos and curriculum, we want our pupils/students to understand better the diversity that exists in society. We want to provide opportunities for them to explore and understand the complexities of equality issues. We will address the experience, understanding and needs of the victim, the perpetrator, bystanders and the wider school community through our actions and responses.

We are aware of the types of discriminatory incidents that can occur including:



- Physical assault against a person or group because of their colour, ethnicity, nationality, disability, sexual orientation or gender or gender identity, religion or belief;
- Use of derogatory names, insults and jokes;
- Racist, sexist, homophobic or discriminatory graffiti;
- Provocative behaviour such as wearing racist, sexist, homophobic, transphobic or discriminatory badges or insignia;
- Bringing discriminatory material into school;
- Verbal abuse and threats;
- Incitement of others to discriminate or bully due to victim's race, disability, gender, gender identity or sexual orientation, religion or belief;
- Discriminatory comments in the course of discussion;
- Attempts to recruit others to discriminatory organisations and groups;
- Ridicule of an individual for difference e.g. food, music, religion, dress etc;
- Refusal to co-operate with other people on grounds of race, gender, disability gender identity or sexual orientation, religion or belief.

We will record hate incidents and prejudice based bullying. We will use this information to identify trends and patterns, so that we have approaches in place to provide appropriate responses in terms of support for victims and their families, sanctions and support for perpetrators and their families and education for our children, young people and communities.

Whenever an incident or bullying occurs we will risk assess the target or victim using these four questions:

- Is the victim in danger? (if so, consider immediate response)
- Is the victim vulnerable or especially upset?
- Has the victim experienced this prejudice-based incident or prejudice-based bullying before?
- Has the reported incident(s) had an impact on the wellbeing of the victim? Or on a group of individuals such as a family?

If the victim or target answers yes to any of the four questions then we will offer the victim or victim's family the option of a referral to the Police or Community Safety Casework Team who will then offer a full Hate and Anti-Social Behaviour Risk assessment and if necessary coordinate a multi-agency response taking into account the victim's wishes. The Community Safety Casework Team can be contacted by calling 01273 292735 or by e-mail at communitysafety.casework@brighton-hove.gov.uk

We will also refer community members experiencing hate incidents in their community to this service.

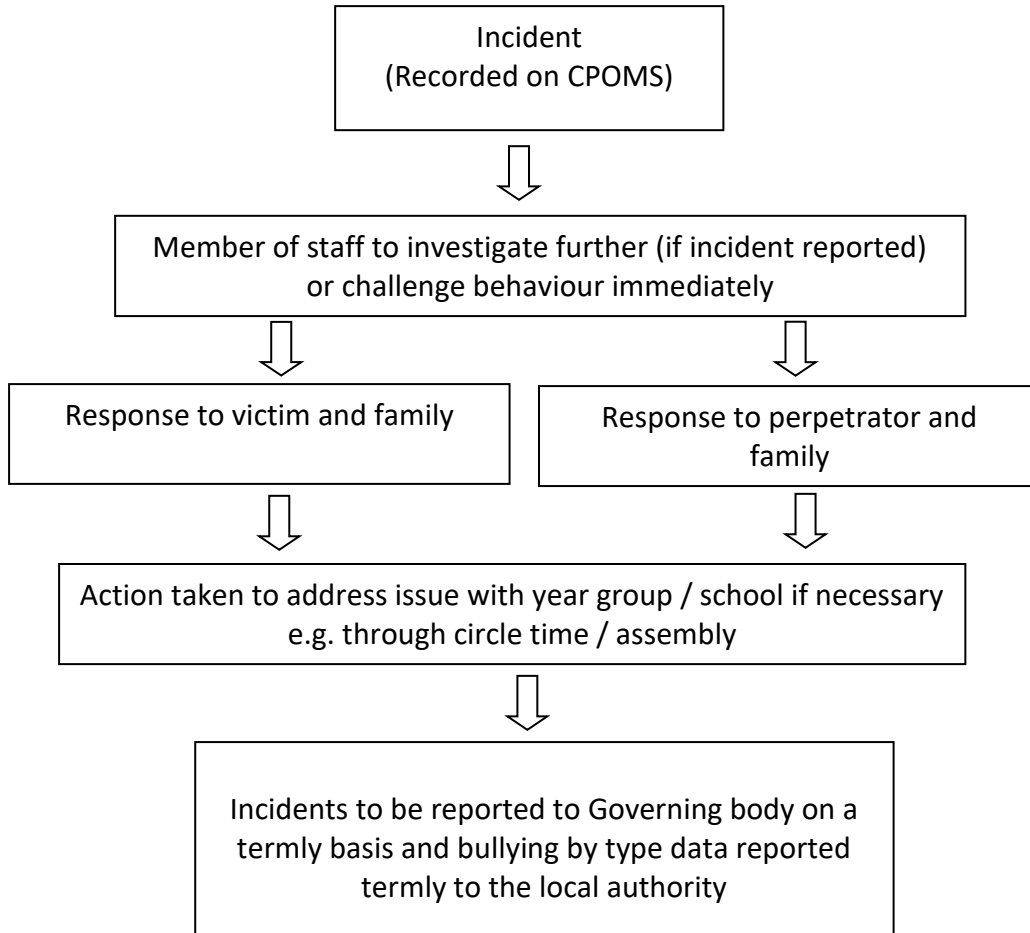
5.2 Reporting, recording and responding to prejudice based bullying and incidents

Our approach to incidents / bullying is outlined in our Anti-bullying policy. We treat bullying as a serious offence and are particularly mindful of incidents involving



vulnerable children or children from a particular group. All incidents are recorded on CPOMS (a secure system) and Senior Leaders are immediately alerted by email. Collated data from CPOMS is analysed termly to identify patterns or trends.

Hove Learning Federation uses a Restorative Justice approach across the school.



6 Commissioned services (buying in services)

Increasingly we are directly responsible for the purchase of goods and services. We work closely with the local authority on procurement – buying in services - to ensure that equality issues are given full regard. When buying goods and services from external suppliers, we ask the following questions to help ensure that equality issues and duties are taken into account:

- Could the proposed procurement affect the duty to eliminate discrimination and harassment and to promote equality of opportunity amongst the school community?
- If so, is there a need to include some equality requirement within the contract and what would this be?



We ensure that contract conditions require contractors to comply with the relevant legislation and with our Equality Policy and we require similar compliance by any sub-contractors.

7 Involving The School Community In The Development Of Our Equality Practice

The development of this policy and of our equality objectives involves the whole school community. We endeavour to involve and listen to a wide range of individuals and groups.

The engagement of different groups is vital to effective equality practice and can be the most challenging area of work. The first draft of this policy will be shared with parent representatives through our Parent Council and the PTA. It will also be shared with target groups of parents and school stakeholders to ensure a range of opinion is sought and acted upon.

- **Our Pupils/Students**

Hove Learning Federation has an active School Council, which, contributes to key areas of school life. They are representatives of their class and their role is to share ideas and suggestions with them and then return them to the Council Board. When electing School Council members, staff are encouraged to support applications from all groups of children rather than those who are natural leaders.

- **Our Staff**

All staff are encouraged to share their contributions/suggestions to promote a positive environment for all. This is done via Line Managers, Performance Management Systems, Staff Training, Annual Questionnaires to all staff and a general open door policy to all members of staff.

- **Our School Governors**

School Governors ratify all policies and ensure that the associated practice is seen in school during Governor Visit days.

- **Parents/Carers**

Parents/carers are invited to comment on the policy through Parent Council meetings. It is also shared for comment/ contribution through the newsletter and website.



- **Minority, Marginalised and Potentially Vulnerable Groups**

Families that fall into vulnerable groups are given further support to engage in all activities relating to school life. This will involve additional contact through phone calls and/or face to face meetings to share key information and invites to additional group supports e.g. Parent Gym, EMAS coffee mornings.

- **Our Partners in The Community**

We work with our local community and partners in a variety of ways including:

- Supporting religious assemblies/lessons and visits in our community.
- Volunteering to support the school from local churches, parents, carers, friends and further family members. E.g. gardening, mural painting, playground design, arts and sports week.
- Hiring/volunteering the school as a venue for local groups/businesses.

- **Ongoing:**

Our work with the community continues to grow with each new topic and cohort of children and parents that join the school.

8 How We Identify Our Equality Objectives

In line with our statutory duties, we publish annually equality information and publish and report on equality objectives. We have set ourselves specific and measurable objectives that will help us achieve the aims of the general equality duty. This is published on our school websites here: www.hovejuniorschool.co.uk and here: www.westhoveinfants.co.uk in the Equalities section.

Our equality objective-setting process has involved gathering evidence from the progress of our vulnerable groups, learning walks and subject focus reviews and a range of in-school monitoring. We draw on information from the following data:

- School Information Pack (Brighton and Hove)
- SIMs/Arbor tracking systems
- CPOMs reporting data analysis

In addition, we know our school well because we regularly collect information about ourselves in a variety of ways and other people help us to do this.

Ofsted inspectors visit us regularly and report on equality issues during our inspection. We collect a range of information relating to incidents of harassment and bullying including those relating to racism, homophobia, faith, disability and gender.

We also value more qualitative information which may be given to us through pupil/learner voice mechanisms, less formally or even anonymously. We undertake annual questionnaires of children, parents, carers and staff, which provides us with data and outcomes to build on.



In Brighton & Hove there are a range of services which support the equality agenda and help us to identify our strengths and those areas requiring action. We draw on the expertise and support of the following services:

- Ethnic Minority Achievement Service
- Healthy Schools Team
- Outreach support from Hillpark Special School
- Brighton and Hove Inclusion Support Service (BHISS)
- Other agencies as required by the needs of individual pupils

We have established good links with our local and our wider community. We welcome them into our school. From them, we learn about equality issues outside school and can establish mechanisms for addressing them within school.

By listening to those within our community and to our partners, we are able to identify new areas of work, improve existing approaches and focus our energy where it is required.

9 Implementation, Monitoring and Reviewing

This policy was published on the date of publication on the front cover. It will be actively promoted and disseminated via the school newsletter, email, text, website, staff and governor meetings and Parent Council Meetings

Implementation, monitoring and review are the responsibility of our Senior Leadership Team and our governors who have agreed and published this policy, which sets out our priorities and supports these with specific and measurable objectives.

We will report annually on the policy and analyse whether our policy and related objectives have furthered the aims of the general equality duty and in particular educational outcomes for all within our school community with reference to the protected groups.

This policy will be reviewed and updated at any time in light of new guidance from the DFE or LA.

Hove Learning Federation is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.