

Cumberland Infant School and Little Cumberland Pre-School Equality and Diversity Policy



Approved by: Board of Governors	Date: 24.3.26
Review frequency: Every 3 years	Statutory requirement: Yes
Last reviewed: March 2026	Next review due: March 2029

School Vision

To be an inclusive school where strong relationships enable our children to feel safe, happy and nurtured to develop into lifelong learners in our ever-changing community and world.

Cumberland is a welcoming, happy and inclusive school where we focus on the well-being and progress of every child. All members of our diverse community are of equal worth and treat one another with respect and fairness. We value all stakeholders and aim to promote equality and diversity and tackle any form of discrimination. We strive to remove any barriers to achievement, attainment and engagement in wider school life. We seek to provide opportunities to experience, understand and celebrate diversity.

We welcome our duties under the Equality Act 2010 to eliminate discrimination, harassment and victimisation for all children and members of our community. Advance equality of opportunity for all and foster good relations to all in respect of all protected characteristics. In addition to addressing the protected characteristics, our school is committed to promoting equality of opportunity for all, regardless of disability, gender, gender identity, race, religion or belief and sexual orientation giving every individual the chance to achieve their potential.

Objectives:

To ensure that all stakeholders are aware of their responsibilities to promote equality and diversity and to tackle any form of discrimination.

To ensure that all our children attain the very best they can and have similar experiences and opportunities.

To ensure that all school policies reflect the fundamental principles of equality and diversity outlined in this statement.

Our school will comply with the 'reasonable adjustments' duty by:

- Making changes to provision, criteria or practices in arrangements, policies, procedures and activities.
- Providing auxiliary aids and services such as extra equipment or support.

As set out in the DfE guidance on the Equality Act, Cumberland aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people which are connected to a particular characteristic they have (e.g. pupils with disabilities).
- Taking steps to meet the needs of people who have a particular characteristic (e.g. Providing for children in a wheelchair in all P.E).

- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. All children taking part in visits).

As a school, through our RHE curriculum, RE curriculum, Relational Practice, School Ethos and Learning Values and we have adopted the following principles:

- All learners are of equal value.
- We recognise and respect differences.
- We foster positive attitudes and relationships and a shared sense of cohesion and belonging.
- We observe good equalities practice in staff recruitment, retention and development.
- We have the highest expectation of all our children.
- We work to raise the standards of all pupils and aim to “narrow” the gap as identified in our school strategic plan.
- We aim to reduce and remove inequalities and barriers that already exist.
- We consult and involve widely.
- We believe society as a whole should benefit.
- We base our practices on sound evidence and information.

Commented [SB1]: Are we calling it the School Strategic Plan now?

These principles will be reflected in:

- The school curriculum.
- The teaching and learning within the school.
- Our practice in relation to children’s progress, attainment and achievement.
- Our teaching styles and strategies.
- Our policies and practice in relation to attendance and admissions.
- Our policies and practice in relation to staff.
- Our care, guidance and support to our children, their families and staff.
- Our policies and practice in relation to our relational Practice.
- Our policies in relation to Accessibility and Inclusion.
- Our partnership working with parents and carers.
- Our contact with the wider community.

Through our Vision, Ethos, Values, integrated project-based curriculum, RHE, Relational Practice and assemblies, Cumberland aims to foster good relationships between all children.

This includes:

- Promoting tolerance, friendship and understanding of a range of disabilities, religions and cultures through our project integrated R.E projects and our weekly RHE teaching which are both linked to our assemblies. For example, discussing differences between families and drawing their families.
- Working with our local community. This includes inviting leaders of local faith groups to speak at assemblies and organising school trips and activities based around the local community, e.g. visiting St Margarets Church

- We have developed links with people and groups who have specialist knowledge about characteristics, which helps inform and develop our approach, such as the Visual impairment team.

Roles and responsibilities

The governing body is responsible for ensuring that the school complies with legislation and that this policy and its related procedures and strategies are implemented.

The Headteacher is responsible for implementing the policy; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination.

Staff will:

- Be a positive role model.
- Promote an inclusive classroom environment in line with our Vision, Ethos and Values.
- Deal appropriately with any prejudice incidents that may occur.
- Identify and challenge bias and stereotyping in the curriculum.
- Where possible, pupils' own identities and those of their families and communities are reflected in the characters, images and authors that we teach, as well as our displays around school.

This document links to the following policies:

- Vision, Ethos and Learning Values
- Accessibility Policy and Plan
- Relationship and behaviour Policy
- Child Protection and Safeguarding
- Anti-bullying Policy
- SEND Policy