



Little Hadham Primary School

Diversity and Inclusion

Agreed by the governing body Autumn 2024

Review date Autumn 2025

What is diversity & inclusion?

- Diversity in the context of a school is understanding, accepting, and valuing differences between people including those:
 - of different races, ethnicities, genders, ages, religions, beliefs, disabilities, and sexual orientations
 - with differences in education, background, home environment, personalities, skill sets, experiences, and knowledge bases.
- Inclusion in a school is a collaborative, supportive, and respectful environment that increases the participation and contribution of the whole school community. When applied properly, it should enable everyone to feel included and supported.

Why is it important?

A focus on diversity and inclusion is important for the following reasons:

- to attract and meet the needs of all children who are eligible to attend Little Hadham school;
- to ensure that everybody in the school community is treated fairly and with respect;
- to ensure that each child is given every opportunity to achieve their full potential;
- to bring innovation and creativity to the school – different people bring different ideas, experiences and perspectives, helping us to create the best school we can;
- to reflect and reinforce our values;
- to comply with relevant legislation.

The expectation at Little Hadham

The expectation of the governors at Little Hadham is for a culture of diversity and inclusion to be embedded throughout the curriculum and within each aspect of the school. The governors acknowledge that this is, and should be, an ongoing priority for the school leadership and the governors.

To this end, we have a designated governor with responsibility for taking the lead on behalf of the governors in relation to the steps below and for reporting back to the governing body.

Practical steps going forward

In the short to mid-term, the governors intend to:

- identify the categories of diversity to ensure that each is considered in relation to the steps below;
- collate information about the diversity of our pupils and staff and monitor that on an ongoing basis;
- carry out an annual review of the books available for children across the school and make appropriate recommendations;
- provide each Link governor with a suggested set of questions to speak with their linked member of staff about how diversity is embedded within their subject area;
- monitor the diversity of external visitors to the school and the purpose of their visit, e.g. external speakers, readers, leaders of extra-curricular activities
- carry out surveys of pupils and staff to assess their experience of diversity and inclusion within the school;

- bring proposals to the headteacher and the governing body regarding ideas to improve diversity and inclusion, e.g. staff and governor training, exposure to different foods.