



# Eyrescroft Primary School

## Equality & Diversity Policy

At Eyrescroft Primary School, we believe that all members of our community are equal and have an equal right to equal treatment; to communication that is respectful, polite and conducive to good relationships. We are proud of our multi-ethnic, multi-racial, multi-lingual, multi-religious character and value everyone equally, respecting and celebrating their age, disability, gender, heritage, religion or language.

### EVERYONE HAS A PLACE

#### **School Context**

Our school values the individuality of all our children. We are committed to giving all our children every opportunity to achieve the highest standards. Within this ethos of achievement, we do not tolerate bullying or harassment of any kind. This policy helps to ensure that this school promotes the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background. We aim to reflect the multi-ethnic nature of our society and ensure that the education we offer fosters positive attitudes to all people.

#### **Introductory notes**

The Equality Act 2010 replaced all previous equality legislation such as the Race Relations Act, Disability Discrimination Act and Sex Discrimination Act. Introduction of the new single equality duty includes new specific duties which are less bureaucratic and more light-touch than previous duties, requiring schools to publish equality information and objectives.

Although no longer specifically required by the Equality Act, we believe that it is good practice for us to make a statement about the principles according to which we review the impact on equalities of our policies and practices, and according to which we gather and publish information, and decide on specific objectives.

This statement has been adapted from one provided by INSTED (**In**service **T**raining and **E**ducational **D**evelopment), first published in 2009 and later modified in the light of the Equality Act 2010, and of the general and specific duties that the Act entails.

#### **Legal framework**

We welcome our duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to the following protected characteristics:

- sex
- race
- disability
- religion or belief ( or non-belief)

- sexual orientation
- gender identity
- pregnancy or maternity
- age
- marriage & civil partnership

The Equality Act 2010 allows all schools to remain free to admit and organise children in age groups and to treat pupils in ways appropriate to their age and stage of development.

We welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.

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.

### **Guiding principles**

In fulfilling the legal obligations cited above, we are guided by the following aims whose purpose is to protect everyone, whatever their particular protected characteristics as listed in paragraph 1 above:

#### **All learners are of equal value.**

We see all learners and potential learners, and their parents and carers, as of equal value.

#### **We recognise and respect difference.**

Treating people equally does not necessarily involve treating them all the same. Our policies, procedures and activities must not discriminate but must nevertheless take account of differences of life-experience, outlook and background, and in the kinds of barrier and disadvantage which people may face, in relation to:

- disability, so that reasonable adjustments are made, where able
- ethnicity, so that different cultural backgrounds and experiences of prejudice are recognised
- gender, so that the different needs and experiences of girls and boys, and women and men, are recognised
- religion, belief or faith background
- sexual identity

#### **We foster positive attitudes and relationships, and shared sense of cohesion and belonging.**

We intend that our policies, procedures and activities should promote:

- positive attitudes towards disabled people, good relations between disabled and non-disabled people, and an absence of harassment of disabled people as well as all others
- positive interaction, good relations and dialogue between groups and communities different from each other in terms of age, disability, ethnicity, culture, religious affiliation or non affiliation, national origin or national status, sex or sexual orientation, and an absence of prejudice-related bullying and incidents
- mutual respect and good relations between everyone

### **We observe good equalities practice in staff recruitment, retention and development**

We ensure that policies and procedures should benefit all employees and potential employees, for example in recruitment and promotion, and in continuing professional development.

### **We aim to reduce and remove inequalities and barriers that already exist**

In addition to avoiding or minimising possible negative impacts of our policies, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist between those with opposing characteristics:

### **We consult and involve widely**

We engage with a range of groups and individuals to ensure that those who are affected by a policy or activity are consulted and involved in the design of new policies, and in the review of existing ones.

### **Society as a whole should benefit**

We intend that our policies and activities should benefit society as a whole, both locally and nationally, by fostering greater social cohesion, and greater participation in public life.

### **We base our practices on sound evidence**

We maintain and publish quantitative and qualitative information showing our compliance with the public sector equality duty (PSED) set out in clause 149 of the Equality Act 2010.

### **Objectives**

We formulate and publish specific and measurable objectives, based on the evidence we have collected and published and the engagement in which we have been involved.

The objectives which we identify take into account national and local priorities and issues, as appropriate.

We keep our equality objectives under review and report annually on progress towards achieving them in the Headteacher's Report to the Governing Body.

### **Curriculum, Teaching and Assessment**

The diversity of our society is addressed through our schemes of work that reflect the programmes of study of the National Curriculum. Teachers are flexible in their planning and

offer appropriate challenges to all pupils, regardless of ethnicity, attainment, age, disability, gender or background.

We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, teaching and learning will:

- ensure equality of access for all pupils and prepare them for life in a diverse society;
- use materials that reflect a range of cultural backgrounds, without stereotyping;
- promote attitudes and values that will challenge discriminatory behaviour;
- provide opportunities for pupils to appreciate their own culture or background and celebrate the diversity of others;
- seek to involve parents in supporting their child's education;
- provide educational visits and extra-curricular activities that reflect all pupil groupings;
- take account of the performance of all pupils when planning for future learning and setting targets;
- make best use of all available resources to support the learning of all groups of pupils.

### **Ethos, attitudes and organisation**

In our school, we aim to tackle discrimination and promote equality of opportunity and good race relations across all aspects of school life. We do this by:

- creating an ethos in which pupils and staff feel valued and secure;
- building self esteem and confidence in our pupils, so that they can then use these qualities to influence their own relationships with others;
- having consistent expectations of pupils and their learning;
- removing or minimising barriers to learning, so that all pupils can achieve;
- ensuring that our teaching takes into account the learning needs of all pupils through our schemes of work and lesson planning;
- actively tackling any form of discrimination and promoting equality through our school website, prospectus, newsletters to parents and displays of work;
- making clear to our pupils what constitutes aggressive and discriminatory behaviour;
- identifying clear procedures for dealing quickly with incidents of discriminatory behaviour;
- making pupils and staff confident to challenge aggressive and discriminatory behaviour.

We ensure the aims listed above apply to the full range of our policies and practices, including those that are concerned with:

- pupils' progress, attainment and achievement;
- pupils' personal development, welfare and well-being;
- teaching styles and strategies;
- admissions and attendance;
- staff recruitment, retention and professional development;
- care, guidance and support;
- behaviour, discipline and exclusions;
- working in partnership with parents, carers and guardians;
- working with the wider community.

### **Addressing prejudice and prejudice-related bullying**

The school is opposed to all forms of prejudice which stand in the way of fulfilling its legal duties:

- prejudices around disability and special educational needs;
- prejudices around racism and xenophobia, including those that are directed towards religious groups and communities, for example anti-Semitism and Islamophobia, and those that are directed against Travellers, migrants, refugees and people seeking asylum;
- prejudices reflecting sexism and homophobia.

There is guidance in the staff handbook on how prejudice-related incidents should be identified, assessed, recorded and dealt with.

We keep a record of prejudice-related incidents and, if requested, provide a report to the local authority about the numbers, types and seriousness of prejudice-related incidents at our school and how they are dealt with.

### **Roles and responsibility**

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

The Chair of the Governing Body has a watching brief regarding the implementation of this policy.

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.

All staff are expected to:

- promote an inclusive and collaborative ethos in their classroom
- deal with any prejudice-related incidents that may occur

- plan and deliver lessons that reflect the principles of this policy
- support pupils in their class for whom English is an additional language
- keep up-to-date with equalities legislation relevant to their work

### **Information and resources**

We ensure that the content of this policy is known to all staff and governors and, as appropriate, to all pupils and their parents and carers.

All staff and governors have access to a selection of resources which discuss and explain concepts of equality, diversity and community cohesion in appropriate detail.

### **Religious observance**

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

### **Recruitment, Staff development and training**

We ensure that all staff, including support, administrative staff and governors, receive appropriate training and opportunities for professional development, both as individuals and as groups or teams.

The school is required to supply the Local Authority with employment data related to racial groups employed within the school.

The school is committed to attracting and developing a workforce on a basis of merit.

The recruitment process will be monitored to ensure that there is no bias in terms of age, disability, ethnicity, culture, religious affiliation or non-affiliation, national origin or national status, sex or sexual orientation.

### **Breaches of the policy**

Breaches of this policy will be dealt with in the same ways that breaches of other school policies are dealt with, as determined by the Headteacher and Governing Body.

### **Monitoring and review**

We collect, study and use quantitative and qualitative data relating to the implementation of this policy, and make adjustments as appropriate.

In particular we collect, analyse and use data in relation to achievement, broken down as appropriate according to disabilities and special educational needs; ethnicity, culture, language, religious affiliation, national origin and national status; and gender.

Parents and pupils receive questionnaires about the school and these include some questions about the success of our policies in promoting their involvement in their children's learning.