



EQUALITY AND DIVERSITY POLICY

Approved by:	Pete Sayers	Date: September 2022
Last reviewed on:	Feb 21	
Next review due by:	September 2023	

Vision Statement:

At Idle CE (A) Primary School we celebrate being part of God's family. We inspire our children with a love of learning in a safe, caring environment, which enables: 'All to discover and develop their God-given gifts and talents to flourish in the fullness of life Jesus came to give (John 10 v 10).'

Legal framework:

We welcome our duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations with regards to age (as appropriate), disability, ethnicity, gender (including issues of transgender, and of maternity and pregnancy), religion and belief, and sexual identity. 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.

PRINCIPLES AND AIMS

As a Church of England primary school we see all learners and potential learners, and their parents and carers, as of equal value - created in the image of God and loved by God - 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 barriers and disadvantages which people may face – they are all God's children.

We recognise our duty to promote equality for all pupils and adults in our school community and have due regard to eliminate unlawful discrimination, harassment or victimisation which may be racial, religious, sexual, based on special needs, disability, ethnicity, physical appearance, economic or social disadvantage, gender or age. We promote equality of opportunity for all and promote good relations.

We are opposed to all forms of prejudice and recognise that children and young people who experience any form of prejudice-related discrimination may fare less well in the education system.

We ensure that all staff comply with the appropriate equality legislation and regulations currently outlined in the most recent: Equality Act, UN Convention on the Rights of the Child, Special Educational Needs Regulations Education and Inspections Act.

The school will:

- Ensure staff are aware of their responsibilities, are given necessary training and support, and report progress to the governing body.
- Ensure that the recording and reporting of equality and diversity is sufficiently scrutinised.
- Foster positive attitudes and relationships, and a shared sense of cohesion and belonging, and ensure this is promoted in our policies, procedures and activities.
- Observe good equalities practice in staff recruitment, retention and development, and ensure that all policies and procedures benefit all employees and potential employees regardless of their vulnerable or minority grouping and with full respect for legal rights relating to pregnancy and maternity.
- Reduce and remove inequalities and barriers should they become apparent.

- Engage with a range of groups and individuals to ensure that those who are affected by a policy, procedure or activity are consulted and involved in the design of new policies, and in the review of existing ones.
- Ensure that policies, procedures and activities benefit society as a whole, both locally and nationally, by fostering greater social cohesion, and greater participation in the public life of everyone.
- Ensure staff promote an inclusive and collaborative ethos in the school, challenging inappropriate language and behaviour, responding appropriately to incidents of discrimination and harassment, and showing appropriate support for pupils with additional needs, maintaining a good level of awareness of issues surrounding equalities.
- Ensure the Equality Policy is on its website, in order to demonstrate how it is complying with the Public Sector Equality Duty in the Equality Act, and advancing equality of opportunity.

ROLES AND RESPONSIBILITIES

The governors will:

- Ensure that school complies with the appropriate equality legislation and regulations.
- Meet its obligations under the Public Sector Equality Duty to publish equality objectives.
- Ensure that school's policies and procedures are developed and implemented with appropriate equality impact assessments informing future plans.
- Ensure that the recording and reporting of equality and diversity data is sufficiently scrutinised.
- Ensure that the Admissions Policy does not discriminate in any way.
- Ensure equal opportunities in its staff recruitment and promotion practices, CPD programmes and in membership of the governing body.
- Proactively recruit high-quality applicants from under-represented groups.
- Provide information in appropriate and accessible formats.
- Ensure that the necessary disciplinary measures are in place to enforce this policy.

The head teacher will:

- Implement the policy and its procedures.
- Ensure that all staff members receive the appropriate equality training as part of their HR induction and CPD.

- Ensure that all parents, visitors and contractors are aware of, and are in compliance with, the provisions of this policy.
- Actively challenge and take appropriate action in any case of discriminatory practice.
- Address any reported incidents of harassment or bullying in line with DfE guidance.

The employees will:

- Be mindful of any incidence of harassment or bullying in the school.
- Address any minor issues of harassment or bullying in the school and report any major breaches of the policy.
- Identify and challenge bias and stereotyping within the curriculum and the school's culture.
- Promote equality and good relations, and not harass or discriminate in any way.
- Monitor students' progress and academic needs to ensure the appropriate support is in place.
- Keep up-to-date with equality legislation and its application by attending the appropriate training.

The pupils will:

- Not discriminate against or harass any other pupil or staff member.
- Actively encourage equality and diversity in the school by contributing their cultural experiences and values.
- Report any incidences of bullying or harassment, whether to themselves or to others, to the head teacher or to another member of the school staff.
- Abide by all the school's equality and diversity policies, procedures and codes.

EQUALITY IN RELATION TO UNIFORM

The Act does not deal specifically with school uniform or other aspects of appearance, such as hair colour and style, and the wearing of jewellery and make-up, but the general requirement not to discriminate in the treatment of pupils applies here in relation to other aspects of the school policy.

School will ensure that blanket uniform policies do not discriminate because of any vulnerable or minority group but will be sensitive to the needs of different cultures, races and religions and act reasonably in

accommodating these needs, without compromising important school policies, such as school safety, personal health and safety or discipline.

CURRICULUM

We keep each curriculum subject or area under review in order to ensure that teaching and learning reflects our principles and aims as stated above. A good example of how our Equality and Diversity values are embedded in our curriculum is the PSHCE policy (available on the school website) which includes an overview of the PSHCE units such as:

What does discrimination mean?

What is diversity?

ETHOS AND ORGANISATION

We ensure that our principles and aims 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 the legal duties as referred to in the Legal Framework paragraph above:

- prejudices around disability and special educational needs.
- prejudices around racism and xenophobia, including those that are directed towards religious groups and communities, for example antisemitism 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.

All pupils will be entitled to access a curriculum and teaching and learning opportunities which meet their needs, including extra support where this has been identified as a statutory need. When planning the curriculum, the school will take every opportunity to promote and advance equality.

The school will develop an appropriate curriculum which will be inclusive for all pupils

EQUALITY OBJECTIVES for 2021-2025

- To promote a positive self-image in all children and to respect their individuality, providing for all pupils according to their needs.
- To ensure equality of opportunity permeates the whole curriculum and ethos of the school.
- In delivering the curriculum, ensure it contains non-stereotypical images in order to overcome preconceived ideas of gender, ethnic origin, culture or religion.
- To include in resources: books, materials and equipment that are multicultural and non-sexist, providing positive images of all groups.
- Ensure that the organisation of the school is sensitive to the needs of all.
- To acknowledge the richness and diversity of British society and to help prepare children for their part in that society.
- To develop a positive attitude to equal opportunity by all staff, parents, governors, children, volunteers and all who participate in the school.

PROMOTING EQUALITY PRIORITIES

In order to meet our objectives, the school has identified the following priorities:

- School will provide auxiliary aids that are directly related to disabled children's educational needs as a reasonable adjustment so they can integrate wholly in all parts of school life.
- Staff will ensure that all pupils are able to take part in extra-curricular activities and residential visits, and the school will monitor uptake of these visits to ensure no one is disadvantaged on the grounds of a protected characteristic.
- School will ensure that all forms of prejudice-motivated bullying is taken seriously and dealt with equally.
- Tasks will be differentiated to meet the abilities and learning styles of all pupils.
- The school will ensure access for disabled children and young people to the school curriculum. We will take necessary steps to meet pupils' needs by using a variety of approaches and planning reasonable

adjustments for disabled pupils, enabling them to take as full a part as possible in the activities of the school.

- The school will ensure there is adequate access to the physical environment of the school.
- The school will differentiate the delivery of written information to disabled children and young people if needed.
- The school will seek the views of advisory staff, outside agencies and local schools.
- Throughout the year, the school will plan ongoing events to raise awareness of equality and diversity.
- Bullying and prejudice will be carefully monitored and dealt with accordingly.
- Regular training will be given to both existing and new staff to ensure that they are aware of the process for reporting and following up incidents of prejudice-related bullying.

STAFF DEVELOPMENT AND TRAINING

- 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.

APPEAL PROCESS

- Staff members retain the right to appeal against a decision on the acceptability of their appearance using the school's grievance procedure.

MONITORING AND REVIEW

- The governors will review this policy every year and will revise it when necessary via the head teacher, to ensure that all procedures are up-to-date.
- The policy will be monitored and evaluated by the head teacher and governing body using individual attainment data; equal opportunities recruitment data; equality impact assessments; Ofsted inspection judgements on equality and diversity; Incident records related to harassment and bullying
- Any changes made to this policy will be communicated to all members of staff.