

Sherburn Primary School

**Equality
Diversity &
Inclusion
Policy**



Introduction

At Sherburn Primary School we believe we are very fortunate to live in a society rich in different cultures, skin colours and religions.

We believe that each member of our school community should:

- Feel happy and secure
- Feel able to work to their fullest capacity
- Feel respected (as an individual) who contributes positively to school life.

Sherburn Primary School is committed to valuing diversity by providing equality of opportunity and anti-discriminatory practice for all children and families. We also value our staff and are committed to good employment practice.

Sherburn Primary School seeks to ensure that no member of the school community, or any person through their contact with the school, will receive less favourable treatment on the grounds of a protected characteristic. These include: race, colour, nationality, ethnic or national origin, religion or belief, gender, marital status, responsibility for children or other dependents, disability, sexual orientation, gender reassignment, age, trade union or political activities, socio-economic background, living situation, or spent convictions.

In this we include all members of the extended school community - pupils, staff, Governors, Parents / Carers and others from our local community. Partners, contractors and other visitors to the school are also expected to adhere to this policy.

Our school is committed to:

- Promoting equality of opportunity and equality of access to all members of the school community regardless of race, gender, religion, disability, economic and social background and any other factors which limit progress and acceptance.
- Promoting the self-esteem of all members of the school community, in order that they may achieve their full potential.

Legal Framework

In putting together this Single Equality Scheme in the form of our Equality, Diversity and Inclusion Policy, we are responding to the Equality Act 2010. This replaces all previous policies and legislation relating to Race Equality, Gender Equality and Disability Equality.

This policy has been devised to enable Sherburn Primary School to meet its general duty in:

- Eliminating unlawful discrimination, harassment, victimisation and other prohibited conduct

- Advancing equality of opportunity between those who have a protected characteristic and those who do not
- Fostering good relations between those who have a protected characteristic and those who do not

We do this by:

- Providing a secure environment in which all of our children can flourish and in which all contributions are valued
- Including and valuing the contribution of all families to our understanding of equality and diversity
- Having an Equality, Diversity and Inclusion Policy

Aims

- To make a difference to the lives of the people we serve, treating all people with dignity and respect, and recognising the value of each individual.
- To show a commitment for ensuring that our services meet the varied and individual needs of children and young people in our school, that our employment practices are fair and promote equality and that we respect the wide variety of lifestyles and cultures, locally and nationally.
- To prepare children and young people for living within a diverse society with increasing global connections and controversial issues.
- To build strong and trusting relationships with our pupils and their families in order to harness their engagement and enjoyment in all aspects of school life.
- We recognise that pupils and family members may experience a range of different needs during different times in their lives and we endeavour to meet these needs by working in close partnership with relevant agencies.
- To continually strive to provide a happy and supportive environment in which the unique potential in every child is realised.
- To ensure that through our creative curriculum we will enable each child to share the responsibility for becoming independent and confident learners and achievers in a continually changing world.

Guiding Principles

Principle 1: All learners are of equal value

All learners and potential learners are of equal value and benefit equally from school policies, practices and programmes, whatever their ability, ethnicity or national identity, religious background, gender or cultural identity.

Principle 2: Relevant differences are recognised

Treating people equally can mean treating them differently. Policies, practices and programmes do not discriminate, but may be differentiated to take account of differences of life experience, outlook and background, and in the kinds of barriers and disadvantage which people may face, in relation to:

- Disability - so that reasonable adjustments are made
- 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

Principle 3: We foster positive attitudes, positive relationships and a shared sense of belonging

Policies and programmes promote:

- Positive attitudes towards disabled people, good relations between disabled and non-disabled people, and an absence of harassment of disabled people
- Positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, religious affiliation, national origin or national status, and an absence of prejudice-related bullying and incidents
- Mutual respect and good relations between boys and girls, and women and men, and an absence of sexual and homophobic harassment.

Principle 4: Staff recruitment, retention and development

Steps are taken to positively promote equality, especially where there is evidence of inequality and to ensure that policies and procedures benefit all employees and potential employees in recruitment, professional development and promotion:

- Whether or not they are disabled
- Whatever their ethnicity, culture, religious affiliation, national origin or national status
- Whatever their gender and sexual identity, and with full respect for legal rights relating to pregnancy and maternity

Principle 5: Reducing and removing inequalities and barriers that already exist

In addition to avoiding or minimising possible negative impacts of policies and programmes, we take opportunities to maximise positive impacts by addressing, reducing and removing inequalities and barriers that already exist between:

- Disabled and non-disabled people
- People of different ethnic, cultural and religious backgrounds
- Girls and boys, women and men

Implementation

Admissions

Sherburn Primary welcomes applications for school places from the whole community

- We base our admissions policy on a fair system (refer to Admissions Policy)
- We do not discriminate against a child or their family, or prevent entry to our school, on the basis of race, colour, nationality, ethnic or national origin, religion or belief, gender, marital status, responsibility for children or other dependents, disability, sexual orientation, gender reassignment, age, political activities, socio-economic background, living situation, being a member of a travelling community or an asylum seeker or having spent convictions
- We have an Equal Opportunities Policy that is accessible to all
- We discourage discriminatory behaviour by staff or Parents / Carers and will take appropriate action
- Displaying of openly racist insignia, distribution of racist material, name-calling, or threatening behaviour are unacceptable on or around the school premises and will be dealt with in the strongest manner
- We do not discriminate against a child with a disability or refuse a child entry to our school because of any disability
- We have ensured that action plans are developed for children and Parents / Carers with disabilities so that they can participate successfully in the activities offered by Brookside School and in the curriculum offered

School Curriculum

The curriculum offered at Sherburn Primary School encourages children to develop positive attitudes about themselves as well as to people who are different from themselves.

Equality and diversity is embedded as far as possible in all areas of the curriculum and pupils are given opportunities to explore prejudice and discrimination, and to positively explore difference in relation to race/ethnicity, religion/belief, gender and disability.

We do this by:

- Making children feel valued and good about themselves through the curriculum and the SEAL scheme
- Ensuring that children have equal access to learning
- Recognising the different learning styles of children, making appropriate provision within the curriculum to ensure each child receives the widest possible opportunity to develop their skills and abilities
- Regularly reviewing the teaching within each subject area as well as with the resources that are available to support this so that both the diversity of the school, local community and wider society as a whole are represented in this
- Avoiding stereotypes or derogatory images in the selection of books or other visual materials
- Celebrating a wide range of festivals
- Creating an environment of mutual respect and tolerance
- Helping children to understand that discriminatory behaviour and remarks are hurtful and unacceptable

Food and Dietary Needs

- We work in partnership with Parents / Carers to ensure that the medical, cultural and dietary needs of children are met as far as is reasonably possible
- We help children to learn about a range of food, and of cultural approaches to mealtimes and eating, and to respect the differences among them

Employment

- Posts are advertised and all applicants are judged against explicit and fair criteria
- Applicants are welcome from all backgrounds and posts are open to all
- The applicant who best meets the criteria is offered the post, subject to references and checks by the Criminal Records Bureau - this ensures a fair selection process
- All job descriptions include a commitment to equality and diversity as part of their specifications

- We monitor our application process to ensure that it is fair and accessible

Roles and Responsibilities

School Governors:

- Provide leadership and drive for the development and regular review of the school's policies
- Provide leadership and ensure the accountability of the Headteacher and senior leadership for the communication and implementation of school policies
- Highlight good practice and promote it throughout the school and wider community
- Provide appropriate role models for staff, pupils, Parents / Carers and all other stakeholders
- Congratulate examples of good practice from the school
- Ensure a consistent response to incidents e.g. bullying cases and racist incidents
- Ensure that the school carries out the letter and the spirit of the statutory duties
- Making sure the school complies with all current equality legislation
- Making sure this policy and its procedures are followed
- Making sure that the school has up-to-date Equality and Accessibility Schemes and Action Plans

Headteacher:

- Initiate and oversee the development and regular review of equality policies and procedures
- Consult pupils, staff and stakeholders in the development and review of the policies
- Ensure the effective communication of the policies to all pupils, staff and stakeholders
- Ensure that staff are trained as necessary to carry out the policies
- Oversee the effective implementation of the policies
- Hold subject leaders accountable for effective policy implementation
- Provide appropriate role models for all staff and pupils
- Provide opportunities and mechanisms for the sharing of good practice

- Take appropriate action in cases of harassment and discrimination and ensure a consistent response to incidents e.g. bullying case, homophobic and racist incidents
- Ensure that the school carries out its statutory duties effectively

Staff:

- Proactively following this policy and any associated guidelines
- Providing role models for pupils through their own actions
- Dealing with racist, sexist and homophobic incidents, and recognising and tackling other forms of bias and stereotyping
- Promoting equality and good community relations and avoiding discrimination against anyone for reasons of race, colour, nationality, ethnic or national origins, gender, disability, religion or belief, sexual orientation or socio-economic circumstances
- Keeping up to date with the law on discrimination and taking training and learning opportunities offered to them

Pupils:

- Treating others kindly and fairly without prejudice, discrimination or harassment
- Attending and engaging in their own learning as well as helping other pupils to learn
- Telling staff about any prejudiced related incidents that occur

Parents / Carers / Carers:

- Supporting our school in its implementation of this policy
- Following the school policy through their own behaviour
- Ensuring their children attend and engage in the learning
- Telling staff about any prejudice related incidents that occur

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Visitors and Contractors:

- Knowing and following our policy

Overseeing the Policy

- Responsibility for overseeing equality practices in the school lies with a named member of staff and a named Governor. Responsibilities include:
- Co-ordinating and monitoring work on equality issues
- Dealing with and monitoring reports of harassment (including racist and homophobic incidents)
- Monitoring the progress and attainment of vulnerable groups of pupils (e.g. Black and minority ethnic pupils, including Gypsies and Travellers)

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 Head Teacher and Governing Body. Anyone wishing to make a complaint will be advised to follow the School Complaints Procedure

Racial incidents will be recorded and reported to the Local Authority following established procedures and guidelines.

Monitoring and Evaluation

As part of the monitoring and evaluation procedure, we will monitor the attainment of pupils with protected characteristics and those from vulnerable groups and address any issues of differential progress and achievement:

- Exclusion and other aspects of the behaviour management system by protected characteristics
- Teaching and learning to ensure all pupils' needs are met irrespective of their background and that challenging targets are set for all

- The curriculum and teaching resources to ensure that pupils' experiences are broadened and they are prepared for life in a diverse society
- The protected characteristic composition of the school's staff and Governors, with the aim of presenting positive role models and reflecting the diversity in wider society
- Incidents of racist and homophobic behaviour and the way the school handles and reports them
- The way in which the school is sensitive to, and meets the needs of all stakeholders, paying particular regard to cultural, religious historical, ethnic and/or linguistic heritages
- The way in which the school uses the diversity within its local and wider communities to enrich learning experiences for pupils

The effectiveness of this policy will be monitored annually and reviewed every three years in the light of experiences and best practice. This mechanism recognises that changes to legislation might require a review of the policy before the three years stipulated.

In considering the effectiveness of this policy consultation will be undertaken with staff, Governors, pupils and Parents / Carers to assist in this review process.

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- Ethnicity, religion and culture
- Gender
- We recognise that the actions resulting from a policy statement such as this are what make a difference.
- We regularly review our equality objectives and report annually on progress towards achieving them.

- Providing positive non-stereotyping information about gender roles, diverse ethnic and cultural groups and people with disabilities
- Reviewing our knowledge and understanding of issues of anti-discriminatory practice, Making inclusion a thread that runs through all of the activities of Brookside Primary School

Behaviour

We expect all pupils to conduct themselves in a way that complements our statement of commitment and supports an ethos of equality and respect for difference as reflected in some of our other policies (Behaviour, Anti-Bullying).

Curriculum, Teaching and Learning

All pupils have access to the school's curriculum. Staff must be constantly aware that their own expectations affect the achievement, behaviour and status of each pupil. The curriculum must be balanced, objective and sensitive. We believe close liaison with all families in school is beneficial to all concerned and we aim to understand different experiences, home situations, attitudes and backgrounds.

Recording and Monitoring

Through sensitive questioning, classroom organisation and adult intervention we monitor and record the progress and development of every child to ensure that not merely access to but also engagement with the curriculum is taking place.

Resources

We are committed to the use of resources that are inclusive of a variety of cultures to support learning and achievement and use them through the planned curriculum, assemblies, resources and display.

Racism

We value each member of our school community irrespective of skin colour and cultural background.

In the event of any racist comments or behaviour members of the school staff would deal it with. Racist name-calling is not acceptable under any circumstances. If it occurs, and if the offended is a child, we would explain

clearly why it is unacceptable, and if it recurs we would involve the child's parents and make reference to this policy.

Racist incidents will be recorded and reported in accordance with LA policy and guidelines

Culture

Language, religion, and customs make children what they are. We use what the children know and understand about themselves in our teaching and strive to be aware of cultures, religions, customs, and attitudes in order that all at our school are sensitive to how others feel and live.

Language

Every member of the school community should feel that his or her language or dialect is valued. However we also recognise that language is used for communication and language used in school should be acceptable and understandable to the school community.

Staff Recruitment and Career Development

The school values diversity amongst the staff. In all staff appointments, the best candidate will be appointed, based upon strict professional criteria. The school provides opportunities for staff training on issues of racism, equal opportunities and ethnic diversity.

Admission

The school follows the LA Admission Policy, which does not permit sex, race, colour or disability to be used as criteria for admission.

promoting equality and valuing diversity

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