

Equality and Diversity Policy

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**RATIONALE**

Introduction This Equality and Diversity Policy represents a commitment to a common set of values and objectives, and to a consistent approach to communicating, implementing and monitoring the policy.

The Governors and Staff at Pinders Primary School are committed to providing all pupils with a curriculum which provides equality of opportunity and freedom from discrimination. We are committed to overcoming sexist, racist and classist attitudes with an approach which seeks to raise consciousness and develop positive attitudes.

**Legal framework**

This document meets the requirements under the following legislation:

• *The Equality Act 2010*, which introduced the public sector equality duty and protects people from discrimination

• *The Equality Act 2010 (Specific Duties) Regulations 2011*, which require schools to publish information to demonstrate how they are complying with the public sector equality duty and to publish equality objectives

• This document is also based on Department for Education (DfE) guidance: *The Equality Act 2010 and schools.*

This policy amalgamates all of the protected characteristics in the Equality Act 2010 into one Single Equalities Policy

The policy demonstrates how the school aims to meet its obligations under the public sector equality duty by having due regard to the need to:

• Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010

• Advance equality of opportunity between people who share a protected characteristic and people who do not share it

• Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it

**OUR AIMS AND EXPECTATIONS**

At Pinders Primary School, we do not discriminate against anyone, be they staff or pupil, on the grounds of their sex, race, colour, religion, nationality, ethnic or national origins.

* We promote the principles of fairness and justice for all through the education we provide and ensure that all pupils have equal access to the full range of educational opportunities provided by the school.
* We constantly strive to remove any forms of indirect discrimination that may form barriers to learning.
* We ensure that all recruitment, employment, promotion and training systems are fair to all, and provide opportunities for everyone to achieve.
* We challenge stereotyping and prejudice whenever it occurs.
* We celebrate the cultural diversity of our community and show respect for all minority groups.
* We are aware that prejudice and stereotyping is caused by low self-image and ignorance.

Through positive educational experiences and support for each individual’s point of view, we aim to promote positive social attitudes and respect for all.

Pinders will annually review how well we achieve these aims with regard to the protected groups under the Equality Act 2010 (age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.)

We are committed to advancing and achieving equality of opportunity for all students, parents /carers / associated persons, staff, governors and visitors. We believe that all people are of equal value and are entitled to equality of opportunity and that our diversity enriches our community.

**Scope**

This policy encompasses the following protected characteristics:

• age

• disability

• gender reassignment

• marriage and civil partnership

• pregnancy and maternity

• race

• religion or belief

• sex

• sexual orientation

**Values, principles and standards**

Equality of opportunity is fundamental to good practice in education, in which fairness of opportunity for all is a basic right. This policy is therefore underpinned by the following values, principles and standards:

● equality and social justice

● acknowledging and valuing diversity

● respect for others

● compliance with equality legislation

● elimination of all forms of prejudice and unfair discrimination

● active challenge to stereotypes, prejudiced attitudes and unfair discriminatory behaviour

● commitment to inclusive education which enables and supports all students to develop their full potential

● commitment to the positive development of all staff and governors

● commitment to fair and open recruitment processes

● accountability for compliance with this policy by all members of the school, communities and others engaged in our activities.

**Equality Objectives**

We aim to provide the highest possible education for all of our students. The ethos of our school clearly reflects our commitment to fully including and respecting all members of our school community. We have set ourselves the following objectives:

● To ensure that staff and the governing body are aware of current legislation surrounding equality and diversity and understand the school's responsibility

● To promote cultural understanding and awareness and tolerance of different religious beliefs between different ethnic groups within our school community.

● To promote mental health awareness and develop appropriate interventions where necessary

● Actively close gaps in attainment and achievement between students for all groups of students; especially students eligible for Pupil Premium, students with special educational needs and disabilities, looked after children and students from minority ethnic groups.

● Continue to improve accessibility across the school for students, staff and visitors with disabilities, including access to specialist teaching areas.

● Monitor the incidences of the use of homophobic, sexist and racist language by pupils in the School.

● To review and revise the EYFS, KS1 and KS2 curriculum so that it represents a diverse culture and society and encourages tolerance and respect

**Teaching and Learning**

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

• Use contextual data to improve the ways in which we provide support to individuals and groups of pupils

• Monitor achievement data by ethnicity, gender and disability and action any gaps

• Take account of the achievement of all pupils when planning for future learning and setting challenging targets

• Ensure equality of access for all pupils and prepare them for life in a diverse society

• Use materials that reflect the diversity of the school, population and local community without stereotyping

Promote attitudes and values that will challenge racist and other discriminatory behaviour or prejudice

• Provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures

• Seek to involve all parents in supporting their child’s education

• Encouraging classroom and staffroom discussion of equality issues which reflect on social stereotypes, expectations and the impact on learning

• Including teaching and classroom-based approaches appropriate for the whole school population, which are inclusive and reflective of our pupils.

**Admissions and exclusions**

Our admissions arrangements are fair and transparent and do not discriminate on race, sex, religion or belief, disability and or socio-economic backgrounds. Exclusions will always be based on the school’s Behaviour Policy. We will closely monitor exclusions to avoid any potential adverse impact and ensure any discrepancies are identified and dealt with.

**Equal Opportunities for Staff**

This section deals with aspects of equal opportunities relating to staff at Pinders Primary School. We are committed to the implementation of equal opportunity principles and the monitoring and active promotion of equality in all aspects of staffing and employment. All staff appointments and promotions are made on the basis of merit and ability and in compliance with the law. However, we are concerned to ensure wherever possible that the staffing of the school reflects the diversity of our community.

**Employer duties**

As an employer we need to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce. PCs are considered when appointing staff and particularly when allocating Teaching and Learning Responsibilities (TLR) or re-evaluating staff structures, to ensure decisions are free of discrimination. Actions to ensure this commitment is met include:

• Monitoring recruitment and retention including bullying and harassment of staff

• Continued professional development opportunities for all staff

• Senior Leadership Team support to ensure equality of opportunity for all

**Responsibilities and accountabilities**

The designated senior member of staff with overall responsibility for all equality and diversity matters is the Head.

**The role of governors:**

• The governing body is committed to promoting equal opportunities and it will continue to do all it can to ensure that the school is fully inclusive to pupils and responsive to their needs based on race, sex, religion or faith and disability.

• The governing body seeks to ensure that people are not discriminated against when applying for jobs at our school on the basis of the PC’s.

• The governors take all reasonable steps to ensure that the school environment gives access to people with disabilities and also strive to make school communications as inclusive as possible for parents, carers and pupils.

• The governors welcome all applications to join the school, whatever a child’s socioeconomic background, race, sex, religion or belief and/or disability.

• The governing body ensures that no child is discriminated against whilst in our school on account of their race, gender, religion or faith and disability.

**The role of the headteacher**

• It is the headteacher’s role to promote equal opportunities and she is supported by the governing body in doing so.

• It is the headteacher’s role to ensure that all staff are aware of promoting equal opportunities so that no-one is discriminated against when it comes to employment or training opportunities

• The headteacher promotes the principle of equal opportunity when developing the curriculum and promotes respect for other people and equal opportunities to participate in all aspects of school life.

• The headteacher treats all incidents of unfair treatment and any incidents of bullying or discrimination, including racist incidents, with due seriousness.

**The role of all staff:** teaching and non-teaching

• All staff to ensure that all pupils are treated fairly, equally and with respect and maintain awareness of equal opportunities.

• All staff will strive to provide material that gives positive images of PCs where appropriate and challenge stereotypical images.

• All staff will challenge any incidents of prejudice, racism or homophobia and record any serious incidents, drawing them to the attention of the headteacher.

• Teachers support the work of ancillary or support staff and encourage them to intervene in a positive way against any discriminatory incidents.

**Tackling Discrimination**

The act refers to protected characteristics (PCs) these are disability, gender reassignments, pregnancy and maternity, race, religion and belief, sex and sexual orientation. Harassment and victimisation on account of PCs is unacceptable and is not tolerated within the school environment. For individual definitions of each PC and harassment and victimisation refer to Equality Act 2010: What do I need to know?

All staff are expected to deal with any discriminatory incidents that may occur. They are expected to know how to identify and challenge prejudice and stereotyping and to support the full range of diverse needs according to a pupil’s individual circumstances. Racist incidents and other incidents of harassment or bullying are dealt with by the member of staff present, escalating to a class teacher/headteacher where necessary. Parents of the perpetrator and victim are informed and a resolution is sought.

**What is direct and indirect discrimination**?

**DIRECT DISCRIMINATION** in services and public functions happens when someone is treated less favourable than another person because of a protected characteristic (disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex, sexual orientation). Direct discrimination can also occur when a person is discriminated because of a protected characteristic even though that person does not have the characteristics. Example: A pupil with a parent in a wheelchair is unable to attend the school because there is no step-free access. The pupil is denied parent/teacher contact although the child does not have any of the protected characteristics.

**INDIRECT DISCRIMINATION** happens when there is a rule, a policy or even a practice that applies to everyone but which particularly disadvantages people who share a particular protected characteristic. A racist incident is defined by the Stephen Lawrence Inquiry Report (1999) as: ‘any incident which is perceived to be racist by the victim or any other person’

**Types of discriminatory incident**

Types of discriminatory incidents that can occur are:

• Physical assault against a person associated with a protected characteristic

• Use of derogatory names, insults and jokes

• Racist, sexist, homophobic, transphobic or discriminatory graffiti

• Provocative behaviour such as wearing racist, sexist, homophobic, transphobic or discriminatory badges or insignia

• Bringing discriminatory material into school

• Verbal abuse and threats

• Incitement of other to discriminate or bully due to victim’s race, disability, gender or sexual orientation

• Discriminatory comments in the course of discussion

• Attempts to recruit others to discriminatory organisation and groups

• Ridicule of an individual for difference e.g. food, music, religion, dress etc.

• Refusal to co-operate with other people on grounds of race, gender, disability or sexual orientation.

**Responding to and reporting incidents**

It should be clear to pupils and staff how they report incidents. All staff, teaching and nonteaching should view dealing with incidents as vital to the well-being of the whole school.

Incident

Member of staff to investigate further & record this on cpoms



Response to perpetrator and family

Response to victim and family



Action taken to address issue with year group/school it necessary e.g. through circle time/assembly

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