EQUALITY AND DIVERSITY POLICY

POLICY	DATE ESTABLISHED:	REVIEW DATE:
Equality and Diversity	September 2021	September 2023

CONSULTATION:

Staff, School Governors

RELATIONSHIP TO OTHER POLICIES:

LINKED TO ALL OTHER SCHOOL POLICIES

PURPOSE AND AIMS:

Spurcroft Primary School is committed to equality and valuing diversity and actively supports practices that promote genuine equality of opportunity for all staff and young people in our care.

We are committed to promoting a positive and diverse culture in which all staff and young people are valued and supported to fulfil their potential irrespective of their age, disability, race, religion, belief, sex or sexual orientation. We recognise our obligations under the Equality Act 2010 and are committed to promoting the equality and diversity of all those we work with especially our employees, pupils, young people and visitors. We oppose all forms of unlawful and unfair discrimination, bullying and harassment and will make every effort to comply with the requirements of the Act and its subsequent provisions.

Spurcroft Primary School provides an education for all, acknowledging that the wider society we are part of is enriched by ethnic diversity, culture and different faiths. The National Curriculum encourages all schools to prepare for a life in a world where they children and our future adults, will meet, live and work with many different people.

ROLES AND RESPONSIBILITIES:

To ensure compliance with the Equality Act 2010 is the responsibility of all members of staff.
Spurcroft Primary School does not condone any act of direct discrimination, indirect discrimination, harassment or victimisation. Any breach of this policy may lead to disciplinary action.

The Equality Act covers nine protected characteristics upon which discrimination is unlawful:

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex and

• sexual orientation

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. A member of the governing body has a watching brief regarding the implementation of this policy.

The head teacher 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.
This includes:

- Taking appropriate action in cases of harassment and discrimination, including racist bullying, homophobic bullying and bullying related to gender or disability.
- Dealing with reports of hate-incidents
- Making sure the race, disability and gender of pupils and staff does not impact on their opportunities in school

All senior members of staff have day-to-day responsibility for co-ordinating implementation of this policy.

All staff in school are expected to:

- Promote an inclusive and collaborative ethos in their classroom
- Be actively anti-racist in their approach model this behaviour to others
- Deal with any prejudice-related incidents that may occur
- Plan and deliver curricula and lessons that reflect the principles detailed below (see Guiding Principles)
- Support pupils in their class for whom English is an additional language
- Keep up-to-date with equalities legislation relevant to their work.

Visitors and Contractors are expected to be aware of, and comply with, the school's equality policy

POLICY STATEMENT:

In fulfilling the legal obligations associated with the Equality Act 2010 and the Education and Inspections Act 2006, we are guided by six key statements of equality:

1.0 Our Statements of Equality

Statement 1: All learners are of equal value.
We see all learners and potential learners, and their parents and carers, as of equal value:
• whether or not they are disabled
• whatever their ethnicity, culture, national origin or national status
• whatever their gender, gender identity or perceived gender identity
• whatever their religious or non-religious affiliation or faith background
• whatever their sexual identity
• whatever their economic or social background.
We therefore act to ensure that each and every member of the school community:

• experiences equality of opportunity
• feels a full and respected member of the school community
• has high expectations of themselves, their peers, staff, and others with regard to fair treatment
• develops an understanding of race, ethnicity and multiculturalism alongside an appreciation of their importance in Britain today
• develops an understanding and appreciation of disability and the contribution of disabled people in the community and UK
• develops an awareness of conscious and unwitting racism alongside the skills and confidence to challenge instances of racist behaviour, language and attitudes
• develops awareness that disability can be both seen or unseen and that people with learning and other disabilities (eg autism, Asperger's syndrome) have the same rights to reasonable and appropriate adjustments as those with more obvious needs.

Statement 2: 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
• 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
• economic or social disadvantage.

Statement 3: We encourage positive attitudes and relationships
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
• 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.

Statement 4: 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:
• 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.
We activity encourage recruitment of staff form a range of different ethnicities, cultures and religions to create as diverse a school community as possible. We strive for a diverse school team of staff.

Statement 5: 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:

- disabled and non-disabled people
- people of different ethnic, cultural, social and religious backgrounds
- Being mindful of assumptions that staff make about what children can or cannot do because of their gender or gender identify

We seek to office equal opportunities for all children, staff and visitors to our school. We promote an inclusive culture of supporting and respecting gender, disability, ethnic, cultural, social and religious backgrounds.

Where there are any incidents that arise in school in which any prejudice or inequalities occur (reference point 4.0) then the Senior Leadership Team will keep written records of all incidents and will record what actions were taken following them. The Senior Leadership Team will record what changes can be implemented to prevent these incidents happening again. This may include educational opportunities for pupils to develop awareness, knowledge and understanding of equality.

Statement 6: We formulate specific and measurable equality objectives
The objectives which we identify are based on the evidence staff have collected. They 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.

2.0 Our curriculum
We keep each curriculum subject or area under review in order to ensure that teaching and learning reflect the six statements detailed above.

3.0 Ethos and organisation
We ensure the statements 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

4.0 Addressing prejudice and prejudice-related bullying
The school is opposed to all forms of prejudice;

- 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.

We keep a record of prejudice-related incidents by way of our welfare forms via our Behaviour Watch system. If requested, we can 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

5.0 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. As part of our RE curriculum we seek to educate all children about the different religions and to promote different religious events in the school where this can be linked to our curriculum to offer children engaging learning experiences. Over the last year children have experienced 'cultural days' where they have been studying a particular religion as part of their curriculum, visitors from different religions have delivered assemblies and spoken to children as part of these events. We continue to plan for these opportunities across different year groups across the school year.

6.0 Implementation
We ensure that the content of this policy is known to all staff and members of the governors and, as appropriate, to all pupils and their parents and carers. All staff, members of the governors have access to a selection of resources which discuss and explain concepts of equality, diversity and community cohesion in appropriate detail.

7.0 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. There is no mandatory training associated with this policy, however, we expect all staff to have an awareness of this policy and any new starters to read this policy upon starting at Spurcroft. If staff have queries about its operation, they should contact the named person responsible for this policy in the first instance. We seek to promote and abide by our **Six Key statements of Equality** as shared in this policy throughout all of our other school based training, staff meetings or day to day business within the school.

8.0 Monitoring of Compliance
The governing body will endeavour to ensure that all relevant policies reflect the school's commitment to the statements of equality and that this commitment is reflected clearly in all its work. All policies, functions and strategies are regularly monitored, reviewed and evaluated for their effectiveness in promoting equality. As further equality requirements come into force policies, functions and strategies will be monitored, reviewed and evaluated for their effectiveness in fulfilling the requirements of new legislation. The policy will be reviewed every two years as routine, more often should legislation or circumstances require it.

9.0 Supporting Documentation and References
Equality Act 2010
Education and Inspections Act 2006

Race Relations Act 2000
Here, There and Everywhere: belonging, identity and equality in schools; Trentham Books., 2004
The model statement takes into account guidance issued by several other local authorities, including West Berkshire, Buckinghamshire, Cambridgeshire, Dudley, Durham, Hertfordshire, Newcastle, Sheffield and Somerset.
Equality Impact Analysis: a workbook; Department for Education., April 2012

MONITORING AND EVALUATING:

The policy should be reviewed every 2 years. Monitoring of this will be through:

- **Assessing the data regarding reported incidents in school**
- **Ensuring the policy is in line with any current or changing legislation**
- **A Governor with a link responsibility for equalities working with a member of the SLT to ensure the policy is evaluated thoroughly as the points above**