

THE IVORY FEDERATION

Propps Hall Junior, Infant & Nursery School Springhead Infant & Nursery School Rushcroft Primary School

EQUALITY AND DIVERSITY POLICY

RATIONALE

Our school has a strong commitment to inclusion and to do what is best for our children and their families. We have a responsibility to support the diversity of our community and ensure equality for all irrespective of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. We have a desire to treat everyone equally, this is at the heart of our ethos and values we uphold.

This policy applies to all the school staff, the children and their families and anyone else who visits our school building. It is important to us that everyone feels welcomed, valued and of equal worth.

PURPOSE

We aim to:

- put into practice and reinforce the Equality Act 2010;
- develop an understanding and tolerance of each other through knowledge, mutual respect, forgiveness and believing the best of one another;
- have high expectations and aspirations for all children and staff and provide a secure environment in which all our children can flourish;
- embed equality, diversity and inclusion practice into our daily activities and decision-making processes;
- improve our knowledge and understanding of issues of equality and diversity; and
- make inclusion a thread which runs through our core values as a school.

Legislation and Definitions

The Equality Act 2010 details key equality provisions for the delivery of education, to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relationships between different groups. The three main aims of the legislation are to:

- *Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under the act*
- *Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it*
- *Foster good relations between persons who share a relevant protected characteristic and persons who do not share it*

This legislation supersedes all previous policies and legislation relating to race equality, gender equality and disability equality. The Equality Act 2010 brings together those areas which are now known as 'protected characteristics'. 'Protected characteristics' are characteristics that qualify for protection against discrimination and it is unlawful to discriminate against anyone by treating them less favourably because of their characteristic. The protected characteristics are as follows:

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

The Equality Act 2010 defines the four types of unlawful behaviour as, direct discrimination, indirect discrimination, harassment and victimisation.

- **Direct discrimination** occurs when one person treats another less favourably, because of a protected characteristic, than they treat – or would treat – other people.
- **Indirect discrimination** occurs when a “provision, criterion or practice” is applied generally but has the effect of putting people with a particular characteristic at a disadvantage when compared to people without that characteristic.
- **Harassment** has a specific legal definition in the Act - it is “unwanted conduct, related to a relevant protected characteristic, which has the purpose or effect of violating a person’s dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for that person”.
- **Victimisation** (including hate crime) occurs when a person is treated less favourably than they otherwise would have been because of something they have done (“a protected act”) in connection with the Act

BROAD GUIDELINES

ROLES AND RESPONSIBILITIES

LEADERSHIP AND MANAGEMENT

Ensure that:

- The ethos reflects the school’s commitment to equality and inclusion, that the school promotes positive approaches that value and respecting diversity.
- That everyone associated with our school is informed of the contents of this policy and that it forms part of the induction programme for new staff.
- That all incidents linked to any form of discrimination relating to the ‘protected characteristics’ are investigated, recorded, reported on and addressed.
- Relevant training, guidance and support is provided to all staff
- No pupils or their parents/carers will be disadvantaged academically, socially or emotionally.
- The curriculum is inclusive and that all children will receive a high-quality education which takes into account the needs of all
- Regular assessment reporting to the Governing Body takes place detailing the outcomes achieved by different groups within the school.
- This school adheres to recruitment and selection procedures which are fair, equal and in line with statutory duties and LA guidelines.

STAFF

- Comply with the content of this policy
- Act as positive role models to promote equality and diversity throughout the school community
- Abide by and adhere to this policy
- Report and deal with all incidents of discrimination and unequal treatment to the Senior Leadership Team
- Maintain an overall school ethos of respect and tolerance for one another and promote equality, inclusion and good community relations
- Challenge inappropriate language and behaviour, tackle bias and stereotyping, be alert to signs of discrimination
- Deliver an inclusive curriculum

CHILDREN

- Comply with the school behaviour policy and understand the importance of inclusion, diversity and equality
- Treat others kindly and fairly without prejudice, discrimination or harassment
- Follow the school anti-bullying strategy
- Report any prejudiced related incidents that may occur to a member of staff
- Be respectful and not use language which is abusive or offensive
- Engage with the school curriculum, take part in activities and seek to do well
- Have high expectations of oneself

TEACHING AND LEARNING

- Classrooms are inclusive environments, all contributions are valued and positive steps are taken to allow all pupils to participate.
- Teaching methods will be diverse and appropriate for all needs and learning styles, teaching takes into account children's past experiences and individual starting points.
- Pupil grouping in the classroom is well planned and varied. Teaching styles include collaborative learning so that pupils appreciate the value of working together. All pupils are encouraged to question, discuss and collaborate in problem-solving tasks.
- Teachers challenge stereotypes and foster the pupil's critical awareness and concepts of fairness, enabling them to detect bias and challenge inequalities.
- Resources and displays reflect the experience and backgrounds of pupils, promote diversity and challenge stereotypes in all curriculum areas. Resources and the displays are regularly reviewed to ensure that they reflect the inclusive ethos of the school.

CURRICULUM

- The school believes that every child is entitled to a broad, balanced and coherent curriculum that builds on previous experiences and engages all learners
- The curriculum is inclusive, all children receive a high-quality education which takes into account the needs of all and individual starting points
- The curriculum is differentiated to ensure the inclusion of:
 - boys and girls
 - pupils learning English as an additional language
 - pupils from minority ethnic groups
 - pupils who are gifted and talented
 - pupils with special educational needs
 - pupils who are at risk of disaffection and exclusion
- Each area of the curriculum is planned to incorporate the principles of equality and to promote positive attitudes to diversity. All subjects contribute to the spiritual, moral and cultural development of all pupils.
- The school caters for the interests and capabilities of all pupils and take account of parental preferences related to religion and culture.

ASSESSMENT, ATTAINMENT AND ACHIEVEMENT

- Pupil performance and outcomes are monitored by formal and informal procedures, outcomes are analysed by ethnicity, gender and special educational needs.
- Monitoring is carried out by the management team at regular intervals. Any pattern of underachievement of a particular group is addressed through targeted curriculum planning, teaching and additional support and intervention.
- Assessment outcomes are used to revise curriculum provision where appropriate
- Staff use a range of methods and strategies to assess pupil progress, applying strategies that are appropriate to individual children.
- Staff have very high expectations of all pupils and they continually challenge them to reach higher standards. The school recognises and values all forms of achievement across wide-ranging subjects.
- Self-assessment provides all pupils with opportunities to take responsibility for their learning through regular reflection and feedback on their progress.

PARENTAL PARTNERSHIPS

- All parents and carers are encouraged to take an active role in the life of our school, such as by attending parents/carers open evenings, teacher consultations, class assemblies, school concerts and events
- Parents are encouraged to take part in surveys, to assist the school in their self-evaluation as a determinate of effectiveness
- All children are expected to attend school regularly. The school has a system of monitoring, support and intervention to ensure that good attendance is maintained.
- Information material for parents and carers is easily accessible in user-friendly language and could be made available in languages and formats other than English if appropriate and when required.
- Parents are encouraged to report and challenge any prejudiced related incidents that may occur

CONCLUSION

The successful implementation of this policy will play an important part in ensuring high-quality education for all our individual pupils. It will ensure that all pupils are included, treated equally and that differences are respected. The school will make all the reasonable adjustments necessary to promote equal opportunity and equal treatment of all members of the school community. The Equality Act 'protected characteristics' will be known and recognised as an embedded aspect of our curriculum.

Policy updated August 2020

This Equality and Diversity policy is linked with the following school policies:

- *Accessibility and Disability*
- *Anti-Bullying*
- *Assessment*
- *Special Educational Needs and Disabilities*
- *Improving Attendance*