

EQUALITY, INCLUSION AND DIVERSITY POLICY (AND SINGLE EQUALITY SCHEME) FOR REDLANDS PRIMARY SCHOOL



At Redlands School we aim to provide equality of opportunity for all our children, irrespective of age, ability, disability, gender, sexual orientation, race, religion or background.

The Public Sector Equality Duty means that schools must adopt a **proactive** approach to equality. In practice this requires all schools to:

- Take positive and proactive steps to identify areas of potential inequality before they have a chance to make an impact;
- Make changes to ensure that any areas of potential inequality are eliminated.

Equality Duties are not new to schools. The Duty to Promote Race Equality came into force in 2002, the Duty to Promote Disability Equality in 2006 and The Gender Equality Duty in 2007. As of April 2011, the Equality Act 2010 has required schools to meet a single Public Sector Equality Duty which encompasses general and specific duties in promoting equality across the full range of protected characteristics, namely:

- Disability
- Gender
- Gender Reassignment
- Race
- Religion or Belief
- Sexual Orientation
- Age
- Pregnancy & Maternity

Our scheme and policy integrates our statutory duties in relation to race, disability and gender (three equality strands) and in relation to promoting community cohesion. It also addresses the legislation relating to religion or belief, sexual orientation and age (three further strands) and therefore includes our priorities and actions to eliminate discrimination and harassment in those areas.

Our school aims to be an inclusive school where equality of opportunity is a reality for all our children, families and all our staff. The school ethos underpins our commitment to equality.

1. Equal Opportunities – A statement of principle

1.1 We do not discriminate against anyone - staff, pupil, governors or families - on the grounds of their gender, ability or disability, race, colour, religion, nationality, ethnic or national origins. This is in line with the Race Relations (Amendment) Act 2000 and the Equality Act 2010 covering both direct and indirect discrimination.

1.2 We promote the principles of fairness and justice for all through the education that we provide in our school.

1.3 We ensure that every pupil has equal access to the full range of educational opportunities provided by the school.

1.4 We ensure that every pupil is helped to develop a sense of personal and cultural identity that is confident and open to change, and that is receptive and respectful towards other identities.

1.5 We ensure that every pupil develops the knowledge, understanding and skills that they need in order to participate in Britain's multi-ethnic society, and in the wider context of an interdependent world.

1.6 We constantly strive to remove any forms of indirect discrimination that may form barriers to learning.

1.7 We ensure that all recruitment, employment, promotion and training systems are fair to all, and provide opportunities for everyone to achieve.

1.8 We celebrate the cultural diversity of our community and show respect for all minority groups.

1.9 The School is opposed to all forms of racism and xenophobia, including those forms that are directed towards religious groups and communities.

2. Equality – A statement of principle

2.1 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.

2.2 We challenge stereotyping and prejudice whenever it occurs.

2.3 We endeavour to make our school welcoming to all, including members of minority groups, those with disabilities and regardless of gender. So, for example, we will immediately remove any offensive graffiti that we may find in school. We promote an understanding and appreciation of different cultures through the topics studied by the children, and we reflect this in the displays of work shown around the school.

2.4 Our global curriculum reflects the attitudes, values and respect that we have for all minority ethnic groups.

2.5 Should anyone at our school be a victim of racism, we have robust procedures to handle this (see below) and to support that person in overcoming any difficulties they may have.

3. Meeting our Duties

3.1 Under the statutory duties, all schools have a 'General Duty' to:

- Eliminate discrimination, harassment, victimisation and any 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.

This means:

- Removing or minimizing disadvantages suffered by people who share a relevant protected characteristic that are connected to that characteristic;
- Taking steps to meet the needs of the people who share a relevant protected characteristic that are different from the needs of people who do not share it;
- Encouraging people who share a relevant characteristic to participate in public life or in any other activity in which participation by such people is disproportionately low;
- Foster good relations between people who share a protected characteristic and those who do not share it.

4. Race equality

4.1 We do not tolerate any forms of racism or racist behaviour. The general duty to promote race equality means that we must have due regard to:

- Eliminating racial discrimination
- Promoting equality of opportunity
- Promoting good relations between people of different racial groups.

4.2 Should a racist incident occur, we will act immediately. We will do all we can to support the victim. In order to prevent any repetition of the incident the following actions will be taken:

- The teacher will initially deal with the incident. A record of the incident will be made by the Headteacher and parents will be informed.
- If the incident happens at lunchtime, the children involved will be kept apart from each other, the allegation investigated and recorded and a report made by the lunchtime staff to the Headteacher for investigation.
- The 'Racist Incident' form will be kept in the incident folder in the Headteacher's room.
- The child who caused the incident will be made aware that the incident is being logged, that their parents are being informed and warned about future conduct.

4.3 The Headteacher will ensure that the school's statutory obligation to report all racist incidents to the Local Authority is met.

5. Disability equality

5.1 The general duty to promote disability equality means that we must have due regard to:

- Promoting equality of opportunity between disabled people and others
- Eliminating unlawful discrimination
- Eliminating disability-related harassment
- Promoting positive attitudes towards disabled people
- Encouraging participation by disabled people in public life
- Taking steps to take account of people's disabilities.

Accessibility

There is specific disability legislation in relation to disabled people and accessibility which means that we must plan strategically over time to:

- Make improvements to the physical environment of the school to increase access;
- Increase access to the curriculum;
- Make written information accessible to people in a range of different ways.

We must ensure that disabled people do not receive less favourable treatment and to do this the school has a duty to make reasonable adjustments.

6. Gender equality

6.1 The general duty to promote gender equality means that we must have due regard to:

- Eliminating unlawful discrimination and harassment and
- Promoting equality of opportunity between men and women, boys and girls.

6.2 The duty also includes the need to consider actions to address the causes of any gender pay gap.

Transgender

6.3 Transgendered people are explicitly covered by the gender equality duty. The term transgendered refers to a range of people who do not feel comfortable with their birth gender. The school will respect the confidentiality of those seeking gender reassignment and will provide a supportive environment within its school community.

7. Community Cohesion

7.1 We also have a responsibility to promote community cohesion, developing positive relations across different cultures, ethnic, religious, non-religious and socio-economic groups.

7.2 We recognize that our school has a responsibility for educating children who will live and work in a country which is diverse in terms of culture, religions, beliefs, ethnicities and social backgrounds.

8. Age, Sexual Orientation, Religion, Belief, Pregnancy & Maternity

8.1 We must ensure that we do not discriminate on these grounds. This document includes our priorities and actions to eliminate discrimination and harassment for these equality areas.

9. Methods of Promoting Equality

9.1 Admissions - The school follows the LA's admissions policy, which does not permit gender, race, colour or disability to be used as a criteria for admission.

9.2 Registration – Children’s names should be accurately recorded and correctly pronounced. Children should be encouraged to accept and respect names from other cultures.

9.3 When selecting classroom material, teachers pay due regard to the sensitivities of all members of the class and do not provide material that is racist (or sexist) in nature.

9.4 Books in the library are regularly checked to ensure they do not portray stereotypical images of minority groups or gender stereotypes. Those that do are removed.

9.5 In assemblies we use stories and poems from a variety of cultures.

10. The Role of Governors

10.1 The governing body is responsible for ensuring that the school complies with legislation, and that this policy and related procedures are implemented.

10.2 The governing body has set out its commitment to equal opportunities in this policy statement, and it will continue to do all it can to ensure that all members of the school community are treated fairly and with equality.

10.3 The governing body seeks to ensure that people with disabilities are not discriminated against when applying for jobs at our school. The governors take all reasonable steps to ensure that the school layout gives access to people with disabilities.

10.4 The governing body will receive an annual report on the number of racist incidents.

10.5 The governors welcome all applications to join the school, whatever background or disability a child may have.

10.6 The governing body ensures that no child is discriminated against whilst in our school on account of their sex, religion or race. So, for example, all children have access to the full range of the curriculum, and any regulations will be applied equally to boys and girls.

11. The Role of the Headteacher

11.1 It is the Headteacher’s role to implement this policy and s/he is supported by the governing body in so doing.

11.2 It is the Headteacher’s role to ensure that all staff are aware of this policy and their associated responsibilities, that they apply these guidelines fairly in all situations and that they are given any relevant training and support.

11.3 The Headteacher ensures that all appointments panels give due regard to this policy, so that no one is discriminated against when it comes to employment or training opportunities.

11.4 The Headteacher promotes the principle of equal opportunity when developing the curriculum, and promotes respect for other people in all aspects of school life, for example, in the assembly, where respect for other people is a regular theme, and in displays shown around the school.

11.5 The Headteacher treats all incidents of unfair treatment and any racist incidents with due seriousness.

11.6 The Headteacher is responsible for ensuring that the religious beliefs and practices of all staff, pupils and parents are respected, and that all reasonable requests relating to religious observance and practice are complied with.

12. The Role of the Class Teacher

12.1 The class teacher ensures that all pupils are treated fairly, equally and with respect. We do not discriminate against any child.

12.2 When selecting classroom material, teachers pay due regard to the sensitivities of all members of the class and do not provide material that is racist or sexist in nature. Teachers strive to provide material that gives positive images of ethnic minorities and that challenges stereotypical images of minority groups.

12.3 When designing schemes of work, we use this policy to guide us, both in our choice of topics to study, and in how to approach sensitive issues.

12.4 All members of staff challenge any incidents of prejudice or racism. We discuss the incident with the perpetrator and support the victim. It is the teacher's responsibility to record all incidents on the school report form. All serious incidents are drawn to the attention of the Headteacher who may involve parents in formal discussions with the child. Teachers support the work of ancillary or support staff and encourage them to intervene in a positive way against any occurrence of discrimination.

13. Monitoring and Review

13.1 It is the responsibility of our governing body to monitor the effectiveness of the Equality, Inclusion and Diversity policy.

13.2 The governing body does this by:

- Monitoring the progress of pupils of minority groups and comparing it to the progress made by other pupils in the school;
- Monitoring the staff appointment process, so that no one applying for a post at this school is discriminated against;
- Requiring the Headteacher to report to governors on an annual basis on the effectiveness of this policy, including the occurrence of racist incidents as recorded by the school.
- Taking into serious consideration any complaints regarding equal opportunity issues from parents, staff or pupils;
- Monitoring the school behaviour and exclusions policy, so those pupils from minority groups are not unfairly treated.

- Ensuring that the LA is informed of racist incidents on the appropriate recording sheet.

14. Publicising our policy

14.1 This policy will be available to all on request and is explained to all stakeholders through:

School website

Staff induction

Distribution to local community and voluntary groups as appropriate.

14.2 We will continue to involve people from all aspects of our school community in the on-going evolution of our policy and action plan. This includes:

Discussion at staff meetings

Discussion at parent consultation meetings

Holding open sessions at school for the wider community to celebrate work of pupils and give the opportunity for feedback.

Multicultural Statement

At Redlands we wholeheartedly endorse the Authority's policy relating to education for a multi-cultural society.

We therefore:

- welcome cultural and linguistic diversity.
- reject and oppose racism and are concerned to promote equality of opportunity, racial justice and good relationships between all groups.

All our children and parents are treated with the same care and consideration irrespective of their gender, religion, race, nationality, sexual orientation, ability or disability.

Date for review: Summer 2019