



Policy on Equal Opportunities and Diversity

1 Rationale

1.1 This policy is carried out within the context and spirit of the school's mission Statement and Christian ethos of the school.

“At Packington Church of England Primary School we are learning to succeed and achieve our full potential together.”

and for the pupils

“Together we can achieve more – with Jesus as our guiding light.”

It supports and reinforces the aim of valuing all children and adults equally in line with our Christian values.
“To encourage tolerance, understanding and respect for one another in our relationships.”

The Bible verse that sets this vision in context is John 10:10 “I have come that they may have life, and have it to the full.” For it is the flourishing in the grace of God that will enable our children to be wise, hopeful, live well together with dignity and respect in God’s world.

***It is a vision that is inclusive to all as we are reminded in the words of Luke 18:16:
“But Jesus called them to him, saying, “Let the children come to me, and do not hinder them,
for to such belongs the kingdom of God.”
For we are all equal in the eyes of God.***

1.2 At Packington Church of England Primary School we consider every person to be of value, irrespective of race, culture, age, ability or gender (including transgender) and want every person to be treated fairly. We believe in valuing the individuality of every person and are committed to having a duty of ‘due regard’ by giving thought to the equality implications of all decisions when taking steps to meet the needs of different people. As such we are committed to giving all children and adults every opportunity to achieve the highest of standards.

We do this by taking account of pupil and staff varied experiences and needs. We offer a broad and balanced curriculum, and have high expectations of all children and we provide opportunities for staff development. The achievements, attitudes and well-being of all our children and staff matter. This policy is intended to help to ensure that this school promotes the individuality of all children and adults, irrespective of ethnicity, religion, attainment, age, disability, gender or background. At Packington we seek to encourage people from 'protected' groups to participate fully in school life.

Protected groups include:

- Age (employees only)
- Disability
- Gender (Transgender)
- Marriage and Civil Partnership
- Pregnancy and Maternity
- Race
- Religion or Belief
- Sex
- Sexual Orientation

1.2 This policy accords with legislation:

- Race Relations (Amendment) Act 2000;
- Disability Discrimination (Amendment) Acts 2002 and 2005;
- Sex Discrimination Act 1975.
- Equality Act 2010

1.3 We recognise that ensuring we meet the requirements of the legal duties is essential for achieving the five outcomes of the Every Child Matters framework, and that they reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

The purpose of this policy is to clearly direct staff and pupils attitudes and approaches to equal opportunities.

2 Definitions

Equality- True Equality means treating everyone differently in order to treat them the same. Equality is about fair treatment.

Diversity – Diversity is about recognising, valuing and taking account of peoples’ differences- backgrounds, skills, knowledge and experiences- then using and encouraging these differences to create an effective community and workplace.

Six Main Areas of Discrimination:

1. **Direct Discrimination (Treated unfairly because of a protected characteristic – see 1.2).**
2. **Indirect Discrimination (Putting someone with a protected characteristic at a disadvantage).**
3. **Harassment (Inappropriate actions, behaviours, comments or physical contact).**
4. **Victimisation (Individual singled out on the basis of their protected characteristic).**
5. **Discrimination by association (To protect individuals if they have a sufficiently close association’ with someone with a protected characteristic).**
6. **Perceptive discrimination (To protect individuals who do not have a protected characteristic at all if they are perceived to have these characteristics).**

3 Aims and objectives

- 3.1 We do not discriminate against anyone, be they staff, pupil or parent, on the grounds of ethnicity, religion, attainment, age, disability, gender or background.
- 3.2 We promote the principle of fairness and justice for all through the education that we provide in our school. We recognise that doing this may entail treating some pupils differently.
- 3.3 We seek to ensure that all pupils have equal access to the full range of educational opportunities provided by the school.
- 3.4 We constantly strive to remove any forms of indirect discrimination that may form barriers to learning for some groups.
- 3.5 We ensure that all recruitment, employment, promotion and training systems are fair to all, and provide opportunities for everyone.
- 3.6 We challenge personal prejudice and stereotypical views whenever they occur.
- 3.7 We value each pupil's worth, we celebrate the individuality and cultural diversity of the community centred on our school, and we show respect for all minority groups.
- 3.8 We are aware that prejudice and stereotyping are caused by poor self-image and by ignorance. Through positive educational experiences, and support for each individual's legitimate point of view, we aim to promote positive social attitudes, and respect for all.

4 Guiding principles

- 4.1 In fulfilling the legal obligations referred to above, we are guided by seven principles.

Principle 1: All learners are of equal value

We see all learners and potential learners as of equal value:

- whether or not they are disabled
- whatever their ethnicity, culture, religious affiliation, national origin or national status
- whatever their gender or age.

Principle 2: We recognise and respect diversity

Treating people equally does not necessarily involve treating them all the same. Our policies, procedures and activities must not discriminate, but are differentiated, as appropriate, to 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 and age, so that the different needs and experiences of girls and boys, women and men are recognised.

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

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, women and men, and an absence of sexual harassment
- mutual respect and good relations between people of different ages

Principle 4: Staff recruitment, retention and development

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 or age.

Principle 5: We aim to reduce and remove inequalities and barriers that already exist

In addition to avoiding or minimising possible negative impacts, 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 and religious backgrounds
- girls and boys, women and men.
- The old and the young

Principle 6: We consult widely

People affected by a policy or activity should be consulted and involved in the design of new policies, and in the review of existing ones. We involve:

- disabled people as well as non-disabled
- people from a range of ethnic, cultural and religious backgrounds
- both women and men, and girls and boys.

Principle 7: Society as a whole should benefit

We intend that our policies and activities should benefit society as a whole, both locally and nationally, by fostering greater social cohesion, and greater participation in public life of:

- disabled people as well as non-disabled
- people of a wide range of ethnic, cultural and religious backgrounds
- both women and men, girls and boys.

5 Ethos and organisation

5.1 We ensure that the principles listed in paragraph 4 above apply also to the full range of our policies and practices, including those that are concerned with:

- learners' progress, attainment and assessment
- learners' 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
- working in partnership with parents, carers and guardians
- working with the wider community.

6 Racial equality

6.1 In our school, we will:

- strive to eliminate all forms of racism and racial discrimination;
- promote equality of opportunity;
- promote good relations between people of different racial and ethnic groups.

6.2 It is the right of all pupils to receive the best education the school can provide, with access to all educational activities organised by the school. We do not tolerate any forms of racism or racist behaviour. Should a racist incident occur, we will deal with it in accordance with school procedures (see policies for Racial Equality, Behaviour and Discipline).

6.3 We endeavour to make our school welcoming to all minority groups. We promote an understanding of diverse cultures through the topics studied by the children, and we reflect this in the displays of work shown around the school.

6.4 Our curriculum reflects the attitudes, values and respect that we have for minority ethnic groups. So, for example, curriculum work will involve the children in learning about the importance of Diwali to Hindus and Sikhs.

7 Disability non-discrimination

7.1 Some children in our school have disabilities. We are committed to meeting the needs of these children, as we are to meeting the needs of all within the school. The school fully meets the requirements of the amended Disability Discrimination Act that came into effect in 2005. All reasonable steps are taken to ensure that these children are not placed at a substantial disadvantage compared with non-disabled children.

7.2 The school is committed to providing an environment that allows disabled children full access to all areas of learning.

7.3 Teachers modify teaching and learning as appropriate for children with disabilities. For example, they may give additional time to complete certain activities, or modify teaching materials, or offer alternative activities where children are unable to manipulate tools or equipment.

8 Gender Equality

8.1 We recognise that nationally, the achievement of boys is falling behind that of girls and that nationally girls generally do not perform as well as boys in maths. We are committed to seeing all individuals and groups of pupils making the best progress possible in our school.

8.2 We have put in place a number of measures to raise the achievement of boys and girls. These include:

- ensuring a balance of genders in our resources;
- making sure that our displays reflect boys and men as effective learners and achievers;
- encouraging boys to read fiction and to become good writers .
- encouraging girls to participate and have greater confidence in maths.
- ensuring all activities are open to all
- ensuring that there are opportunities to apply skills that pupils find difficult.

8.3 To make our teaching more accessible, we:

- Provide learning objectives and success criteria so that pupils know what is expected and how to achieve. employ a variety of activities, and include a kinaesthetic element;
- deliver work in bite-sized chunks, with 'brain breaks' and new starts;
- provide challenge, competition and short-term goals;

- give regular positive feedback and rewards;
- set writing tasks that are cross-curricular, that have been modelled first, and for which there are frames and scaffolds available.
- use a no hands up approach so everybody gets a turn to think and answer questions
- ensure all children share caring and physical tasks
- have equal expectations of girls and boys in any area of the curriculum. We give equal credence to all successes that children achieve.
- ensure all children receive the same amount and quality of teacher attention in every aspect of the curriculum
- avoid stereotypical language when talking to the children and colleagues.
- ensure that all children have equal access to resources and receive proper training for their use.
- ensure that the values and principles of the behaviour policy are applicable to all. In praising and rewarding high standards we are fair and consistent and respond to all children as individuals.

8.4 We realise that although gender is one of the key factors affecting educational performance, it affects different sub-groups of boys and girls in different ways. Social class, ethnic origin and local context are all strongly linked to performance. We also seek to ensure that policies designed to improve the boys' attainment do not do so at the expense of achievement by the girls and vice versa.

9. Addressing prejudice and prejudice-related bullying

9.1 The school is opposed to all forms of prejudice which stand in the way of fulfilling the legal duties referred to in section 1:

- 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, refugees and people seeking asylum
- Prejudices reflecting sexism and homophobia.

9.2 The school follows the LA guidance on how prejudice – related incidents should be managed. This guidance can be found on the Education Information Service website (EIS).

9.3 We take seriously our obligation to report regularly to the local authority about the numbers, types and seriousness of prejudice-related incidents at our school and how they were dealt with.

10 Curriculum

10.1 We keep each curriculum subject under review in order to ensure that teaching and learning reflect the seven principles in paragraph 4.

11 Action plans

11.1 We recognise that the actions resulting from a policy are what make a difference.

11.2 We regularly review what is happening in school and draw up an action plan (Packington CE Primary School Equality and Diversity Plan – see appendix 1) setting out the specific actions and projects we shall undertake to implement the principles in paragraph 4 above. These actions are also reflected in our school Improvement Plan.

12 Information and resources

12.1 We ensure that the content of this policy is known to all staff, parents and governors and, as appropriate, to all pupils. The policy is published on our school website.

12.2 All staff and governors have access to a selection of resources which discuss and explain concepts of equality, diversity and community cohesion in appropriate detail.

13 Religious observance

13.1 We respect the religious beliefs and practice of all staff, pupils and parents, and comply with reasonable requests relating to religious observance and practice.

14 Staff development and training

14.1 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.

15 Breaches of the policy

15.1 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 headteacher and governing body.

16 The role of governors

16.1 In this policy statement, the governing body has set out its commitment to equal opportunities, and it will continue to do all it can to ensure that all members of the school community are treated both fairly and equally.

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

16.3 The governing body collects, analyses and evaluates a range of school data. We check that all pupils are making the best possible progress, and that no group of pupils is underachieving. To do this, we monitor:

- attainment;
- absence;
- exclusions;
- rewards and sanctions;
- parents' and pupils' questionnaires.

16.4 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 environment properly accommodates people with disabilities.

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

16.6 The governing body ensures that no child is discriminated against whilst in our school on account of their gender, ability, religion or race. So, for example, all children have access to the full range of the curriculum, and regulations regarding school uniform will be applied equally to boys and girls. If a child's religion has a bearing on school uniform, then the school will deal with each case sensitively, and with respect for the child's cultural traditions.

17 The role of the headteacher

17.1 It is the headteacher's role to implement the school's policy on equal opportunities, and she is supported by the governing body in so doing.

17.2 It is the headteacher's role to make sure that all staff are aware of the school policy on equal opportunities and their responsibilities, and that teachers apply these guidelines fairly in all situations.

17.3 The headteacher ensures that all appointments panels give due regard to this policy, so that no one is discriminated against.

17.4 The headteacher promotes the principle of equal opportunity when developing the curriculum, and in providing opportunities for training.

17.5 The headteacher promotes respect for other people in all aspects of school life; in the assembly, for example, respect for other people is a regular theme, as it is also in displays around the school.

17.6 The headteacher views all incidents of unfair treatment, and any racist incidents, with due concern.

17.7 The headteacher is responsible for taking appropriate action in any cases of unlawful discrimination.

18 The role of the class teacher

18.1 Class teachers recognise their own prejudices, but do their best to ensure that all pupils are treated fairly and with respect. We do not knowingly discriminate against any child.

18.2 Class teachers promote an inclusive and collaborative ethos in their classroom.

18.3 When selecting classroom material, teachers strive to provide resources which give positive images, and which challenge stereotypical images of minority groups.

18.4 We seek to implement this policy when designing schemes of work, both in our choice of topics to study, and in how we approach sensitive issues. So, for example, history topics include examples of the significant contributions women have made in this country's history. In geography, the teacher attempts to counter stereotypical images of Africa and Asia, and to show the true diversity of development in different parts of the world. Class teachers are expected to identify and challenge any bias and stereotyping in the curriculum or daily life should it occur.

18.5 All our teachers and support staff challenge and deal with any incidents of prejudice or racism. We record any incidents on the Racist and Hate Incident Recording Forms provided by the LA and draw them to the immediate attention of the headteacher.

- 18.6 Class teachers keep up-to-date with equalities legislation relevant to their work.
18.7 All our teachers support pupils in their class for whom English is an additional language.

19 Monitoring and review

- 19.1 It is the responsibility of our governing body to monitor the effectiveness of this policy. The governors will therefore:
- collect, study and use quantitative and qualitative data relating to the implementation of this policy, and make adjustments as appropriate
 - monitor the progress of pupils from different groups as appropriate to the current population of school (eg gender, ethnicity, FSM, special needs, More Able or higher prior attaining groups, EAL, Adopted from care, national status etc), comparing it with the progress made by other pupils in the school;
 - monitor the staff appointment process, so that no one applying for a post at this school is discriminated against;
 - require the headteacher to report to governors annually on the effectiveness of this policy;
 - take into serious consideration any complaints from parents/carers, staff or pupils regarding equal opportunity;
 - monitor the school's behaviour policy, and the numbers of exclusions if any , to make sure that pupils from minority groups are not unfairly treated.

This policy will be reviewed by the governing body every three years or earlier if it is considered necessary.

Signed:

Date:

Appendix 1. Packington Church of England Primary School - Equality and Diversity Action Plan 2017-19

Objective	Activity	When	Who	Resources	Success Criteria	Monitoring	Evaluation/Impact
To increase understanding about different religious groups. Link to SIAMS action in SDP to widen pupils understanding of diversity and difference within other faith communities	What Faiths do we have at Packington Faith Visit to Leicester - comparing Cathedral, Jain Temple, Buddhist Centre - year 3-4 FS/KS 1 - compare and contrast Holy Rood, Methodist Church - Ashby Yr5/6 - compare and contrast Holy Rood with Temple visit as part of LEBC Global workshop Widen visitors to collective worship from different faiths eg Methodist Minister, faith workshop	From Spring 18 From Spring 18 From Autumn 17 Ongoing	CP/ Staff CP /RE CP/FR	Holy Rood Church Funding for workshops	Pupil interviews / work scrutiny indicate that pupils have a greater understanding of different religions.	Governors to carry out pupil interviews and monitor work and displays.	
To increase understanding about different social groups.	Continue to Support Ashby Food Bank Pupils to Visit and work at the Food Bank Discuss the wide range of people Food Banks help Research what other organisations support people and why Develop new Link/ Project with an Inner City school Houses and Homes Project/ local study Through our year of hope look at how we can give hope to others (Macmillian/ shoebox). Consider justice and fairness issues eg disability/ famine/ global resources	Annually Feb Spring 19 Autumn 2018 Autumn 17 Summer 18	CP CP Staff CP/ staff CP/ Staff	Donations from families and local community Funding to visit School	Pupils are able to talk positively about different social groups and the diverse nature of the UK	Governors to carry out pupil interviews and monitor work and displays.	
To increase understanding about different cultural groups.	Who Lives in and around Ashby and Packington Extend visitors into school when studying different contries, traditions and faiths eg India and China- depending on topics studied Develop link with school in Trichy S India How do you celebrate - harvest, Christmas, Easter Let's Share a Song - link with Trichy Yr 5/6LEBC Global workshop visit	Spring 18 As part of topic cycle From Autumn 2017 From Autumn 2018 From Autumn 2017	Staff Staff CP/LB CP CP/RE	Funding for workshops Subsidy for Yr5/6 workshop visit	Pupil interviews / work scrutiny indicate that pupils have a greater understanding of different cultues	Head Teacher/ Governors to carry out pupil interviews and monitor work and displays.	

To reduce the incidents of use of homophobic language.	Staff training on LGBT issues - use Leave it Out Materials. Develop policy and practice	Spring 18	CP	Leave it Out Resources	Hate Incident reports/ staff report no issues of homophobic name calling Pupil interviews indicate pupils respect and tolerance of difference and diversity	Head Teacher / Governors to monitor each term.
	Within Anti - bullying Week look at What is Bullying, How do we Challenge bullying - All different All Equal Becoming an All Together School	Nov 17/18	Staff	All together School Free Resources		
Develop Girls confidence in maths	Provide opportunities for girls to apply maths skills so that they can confidently choose from a range of strategies.	Autumn 17	CP/FR	Inset Time	Pupil interview/ observation and data analysis indicates improved interest/achievement More girls achieve GDS in maths esp Yr3 & 5 (2017-18)	Maths Coordinator to monitor impact of actions
	Staff training - High Expectations in Creative context	Spring 18	Staff			
Improve % of boys achieving GDS in reading, writing, maths in Yr2, Yr4 (2016-18 cohort)	Staff training - Alan Peat training to support the more able pupil in writing.	Autumn 17/ Spring 18	MD/RE / NK/PJ	£500	Pupil interview/ observation and data analysis indicates improved interest/achievement More boys achieve GDS	Subject leaders to monitor impact of actions
	Staff training - High Expectations in Creative context	Spring 18	Staff	Inset Time		
Ensure support for pupils at a social and emotional disadvantaged is rapidly put into place.	Update LAC and PP profiles termly - discuss in pupil progress meetings with staff.	Ongoing	CP	£50	Data analysis, observations and discussions with staff and where possible pupils and parents indicate that gaps and barriers to learning are being filled. Feedback / observations indicate staff understanding of issues/ barriers for pupils adopted from care has improved.	Head Teacher to monitor
	Assessment Coordinator to track pupils making slow progress and discuss support with staff	Ongoing	CP			
	Purchase PE kits for pupils who regularly are without	Autumn 18	RE			
	Attachment Training for All Staff	September 17	DM			

<p>Ensure pupils with SEND or family vulnerability needs can access the curriculum/ extra curricular activities and all areas of school.</p>	<p>Review individual needs of pupils with staff and identify areas of support and the adaptations required to enable pupils to access all areas of school life eg individual support to participate in Collective worship, visual timetable to support pupils know when it is their turn on equipment, adaptations to school uniform (sensory/ medical / SEN needs), parental involvement in residential activity, agreed use of staff carpark on an agreed basis etc</p> <p>Whole School Tier 1 Autism training</p>	<p>From Autumn 17 - on going</p> <p>October 17</p>	<p>CP</p> <p>DM</p>	<p>Funding bids made to Creative curriculum fund as required</p> <p>£175</p>	<p>All pupils with SEND, social,& emotional needs and those vulnerable or experiencing challenging circumstances are supported in school and are able to participate fully in the life of the school.</p> <p>Feedback / observations indicate staff understanding of issues/ barriers for pupils identified with ASD Needs has improved.</p>	<p>SEND Coordinator and HT to monitor</p>	
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