

Bramble Infant School & Nursery Equality & Diversity Policy and Objectives

Written by: Oli Bradley

Date Ratified: November 2018

Date for revision: September 2019



Rationale

Bramble Infant School and Nursery provides education for all, acknowledging that the society within which we live is enriched by diversity. Bramble Infant School and Nursery strives to ensure that the culture and ethos of the organisation reflects the diversity of ALL members of the school and wider community; we seek to ensure that everyone is equally valued and treats one another with respect and fairness. Pupils and other members of the school community are provided with the opportunity to experience, understand and celebrate diversity.

The Equality Act 2010 replaced the existing anti-discrimination laws with one new duty which covers the following equality strands: age, disability, gender, gender identity, race, religion or belief and sexual orientation. Age will not be covered under the public sector duty for education. The Equality Act came into force in October 2010. The resulting single public sector equality duty requires schools to:

- Eliminate discrimination, harassment and victimisation
- Advance equality of opportunity
- Foster good relations

Bramble Infant School and Nursery does not discriminate against a pupil or prospective pupil or any member of the school community because of their disability, race, sex, gender reassignment, religion or belief or sexual orientation – ‘protected characteristics.’ These relate to direct discrimination, indirect discrimination and discrimination arising from a disability. We will not harass or victimise a pupil or prospective pupil or any member of the school community with a disability or discriminate against a person in relation to: admission to the school; the provision of education; access to any benefit, facility or service; exclusion or by subjecting to any other detriment. These activities cover every aspect of the life of a school.

Our school will comply with the ‘reasonable adjustments’ duty which requires:

- Making changes to provision, criteria or practices in arrangements, policies, procedures, activities
- Providing auxiliary aids and services such as extra equipment or support.

Purpose

- To ensure that there is equality of opportunity for all members of the school community, existing or potential, and any barriers to learning and participation are reduced or removed
- To ensure that the school promotes equality of opportunity in principle and eliminates direct or indirect discrimination in all its functions as employer, service provider and community resource
- To ensure that everyone is treated with respect and that any form of prejudice is challenged and eliminated
- To ensure that the school makes a constructive contribution to the local, national and global community

Objectives

We will put our core principles into practice and act as an equality champion and community leader by:

- Promoting equality and diversity.
- Challenging and eradicating discrimination, for example, by acting quickly to deal with all bullying, but particularly that which is aimed at groups as well as individuals, such as racist bullying.
- Giving a high profile to rights and responsibilities by promoting human rights, justice and fairness throughout the curriculum and wider school community.
- Opposing all forms of prejudice which stand in the way of fulfilling our legal duties:
 - Prejudices around disability and special educational needs
 - Prejudices around racism and xenophobia, including those that are directed towards religious groups and communities
 - Prejudices reflecting sexism and homophobia

Roles and Responsibilities

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.

The Headteacher 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.

All staff are expected to:

- Be a positive role model
- Promote an inclusive and collaborative ethos in their classroom/working area
- Deal appropriately with any prejudice-related incidents that may occur
- Identify and challenge bias and stereotyping in the curriculum
- Keep up to date with equalities legislation relevant to their work

Monitoring and Evaluation

Our curriculum promotes understanding and tolerance of difference. We seek to provide insight into lives which are the similar to and different from the children's own lives. The curriculum and learning materials are regularly reviewed and updated as appropriate. Equalities concerns involving the children are recorded on concern forms and followed up as appropriate.

Equalities concerns involving staff are dealt with according to our Staff Code of Conduct and Whistle Blowing Policy.

Any Equalities concerns involving parents or other members of the community would be subject to the law and those involved would be supported / signposted to report the concern or crime via the True Vision Police reporting service or speak directly to the police.

All Equalities concerns / incidents are reported to the Governing body by the Headteacher.

The children attending Bramble Infant School in September 2018 are (NOR 170)

52% boys

48% girls

62% white British

38% black and /or minority ethnic heritage

66% first language English speakers

34% speakers of English as an additional language.

16% eligible for the pupil premium - not a protected characteristic

Of which

50% are girls

50% are boys

78% are white British

11% Special Educational Needs and / or Disability

Of which

56% for communication and interaction

4% for cognition and learning

11% for social emotional mental health difficulties

0% for physical /sensory difficulties

2% subject to a medical care plan

0% with a disability

11% Christian

8% Muslim

3% Roman Catholic

3% Hindu
1% Buddhist
0.5% Jehovah Witness
3% Other religion
35% No religion recorded
0.5% refused.

In the Nursery the children are (NOR 208)
55% boys
46% girls

78% first language English speakers
22% speakers of English as an additional language
6% subject to a medical care plan
1% with a disability

Signed: (Headteacher) _____ **Date:** _____

Signed: (Nursery Manager) _____ **Date:** _____

Signed: (Chair of Governors) _____ **Date:** _____