

EQUALITY, DIVERSITY AND ACCESSIBILITY POLICY

INTRODUCTION

- This policy for equality includes guidelines for Governors, staff and all other adults in school. It affects management at all levels, the everyday carrying out of our responsibilities and every aspect of our provision for children.
- The policy in practice should be evident in how we think, speak and behave.
- As adults in school we recognise that our own behaviour, language and attitudes have a direct and very significant influence on the behaviour, language and attitudes of those around us. As individuals we influence other adults with whom we have contact and quite clearly, we influence children.
- We acknowledge that prejudice and discrimination can be overt or covert, conscious or unconscious. Some of the language that is in common use in English has evolved from a historically discriminatory culture. Whilst often used innocently, this can be offensive to certain groups.

SCOPE OF THE POLICY

The principles of equality and diversity will run through all day to day practices and be embedded in all policies. This will include:

- Admissions, induction and attendance
- Pupils' progress, attainment and achievement
- Pupils' personal development, welfare and well-being. This will link to anti-bullying and safeguarding.
- Care, guidance and support.
- Parental/carers involvement
- Working with the wider community and community cohesion.
- Behaviour management
- Teaching styles and strategies
- Staff recruitment, retention and professional development
- Inclusion.

AIMS

- The school has positive commitment to understand and meet the needs of all sections of the community. We welcome **all** into our school community. We value the contribution of each individual and offer opportunities for everyone to develop and grow in a supportive environment.
- All means all. We welcome all and will provide equal opportunities for everyone regardless of:
 - Gender, gender identity, sexual orientation
 - Social class
 - Race, ethnicity, national origin, national status or culture
 - Religious or non-religious affiliation or faith background
 - Ability or disability (physical, mental, social, emotional).
 - Size, age, family status, maternity, paternity or any other features which make the human race diverse.
- The school aims to meet its legal requirements and is aware of the requirements of the Equality Act 2010. This act consolidates all equality strands covered by previous equality legislation. In the same way, this Equality Policy brings together all previous policies relating to equality.
- This policy will guide us in eliminating unlawful discrimination, harassment and victimisation. It will guide us in advancing equality of opportunity and fostering good relations between groups and individuals.
- The school will advance equality of opportunity and will challenge discrimination.
- We will not tolerate discrimination of any kind. Staff and Governors will actively and vehemently challenge any act of discrimination from either adults or children on the school premises.
- We know that it is against the law to discriminate against someone because of a protected characteristic. These are:
 - Age
 - Disability
 - Gender reassignment
 - Marriage and civil partnerships
 - Pregnancy and maternity
 - Race
 - Religion or belief
 - Sex
 - Sexual orientation

GUIDING PRINCIPLES (adapted from work by Nottinghamshire LA)

In fulfilling the legal obligations cited below, we are guided by nine principles:

Principle 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 and gender identity
- whatever their religious or non-religious affiliation or faith background
- whatever their sexual identity.

Principle 2: We recognise and respect difference.

Treating people equally (Principle 1 above) 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 different needs and experiences are recognised
- religion, belief or faith background
- sexual identity.

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 and an absence of sexual and homophobic harassment.

Principle 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.

Principle 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 and religious backgrounds
- different genders.

Principle 6: We consult and involve widely

We consult and engage with a range of groups and individuals to ensure that those who are affected by a policy or activity are consulted and involved in the design of new policies, and in the review of existing ones.

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 all groups.

Principle 8: We base our practices on sound evidence

We maintain and publish information about our progress towards greater equality in relation to:

- disability
- ethnicity, religion and culture
- gender.

Principle 9: Objectives

We formulate and publish specific and measurable objectives, based on the evidence we have collected and published (principle 8) and the engagement in which we have been involved (principle 7), in relation to:

- disability
- ethnicity, religion and culture
- gender.

We recognise that the actions resulting from a policy statement such as this are what make a difference. Within the framework of the overall school improvement and development plan and processes of self-evaluation, we draw up an action plan setting out the specific equality objectives we will pursue. The objectives which we identify 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.

MISSION STATEMENT

As a Governing Body and school:

- We seek to actively recognise and value the richness and diversity of the community we serve and the wider community, and strive in all aspects of our work to promote a greater awareness, understanding and inclusion through the full and active implementation of our curriculum, including extra curricular activities, visits and visitors; and aims and mission statement for the school.
- We intend that this policy is implemented through day to day practice and links closely to other policies including SEND, Safeguarding and Child Protection, Religious Education, PSHE and RSE.

PREJUDICED RELATED INCIDENTS

- The standard definition has been adopted:
“A prejudiced related incident is any incident which is perceived by the victim or any other person to be motivated by the offender’s prejudice against people because of their age, disability, gender, race, religion, sexual orientation or other reason.”
- Any such incidents will be dealt with seriously through the Behaviour and Discipline Policy in the case of children and Disciplinary Procedures in the case of staff.
- All such incidents will be recorded and reported to the Governing Body.

VALUES

Our school aims incorporate and communicate the following values:

- Equality of opportunity for all
- Developing the full potential of each individual child
- Delivering a broad and balanced curriculum
- Promoting high self-esteem and a positive self image
- Promotion of a secure, stimulating and supportive school environment
- Partnership with parents and the wider school community
- Preparation for life in the 21st Century
- Promotion of positive relationships between all stakeholders within the school community
- Promotion of spiritual well being
- Promotion of health and well being
- Celebrating diversity
- Promotion of British Values

We are committed to tackling discrimination, harassment and promoting equality of opportunity and good race relations for all ethnic groups, especially with regard to:

- Pupils attainment and progress

- Curriculum teaching and learning (including language and cultural needs)
- Care and assessment
- Staff recruitment and career development
- The school's values
- Pupil behaviour
- Racism and racial Harassment
- Admissions and transfer procedures
- Membership of the Governing Body

CURRICULUM AND RESOURCES

- In planning the curriculum, staff will ensure breadth, balance and objectivity. It is acknowledged that prejudice usually grows from ignorance and so staff will ensure that the curriculum attempts to give relevant and accurate factual information.
- Staff will encourage children to consider their own and other people's attitudes. At an appropriate time, children will be given the opportunity to explore prejudice and discrimination. This will be done as and when the opportunity arises and through a planned programme of personal and social education.
- Staff will be aware that their own expectations will influence the achievement, behaviour and self-esteem of children in their care.
- Similarities and differences will be presented in a sensitive and positive manner.
- Resources and displays will reflect the diversity of culture which exists within our society and will present positive images of all groups.
- Seek to ensure the needs of all will be respected and catered for. The diversity of the school population will be seen as an enriching factor and families will be called upon to support the curriculum whenever possible.
- Attainment data will be analysed through the school's normal assessment procedures and will be used to inform planning and provision to support individuals and groups. Assessment materials will be screened for cultural bias.

ROLES AND RESPONSIBILITIES

- The Governing Body is responsible for ensuring that the school complies with the legislation and that policy and practice are reviewed regularly.
- The Governor responsible for Equality will ensure that policy and practice are regularly monitored and reviewed.
- The Head Teacher is responsible for the day-to-day implementation of the policy and will be responsible for taking appropriate action in any cases of unlawful discrimination
- The Head Teacher will ensure that all staff are aware of their responsibilities under the legislation.
- All staff are responsible for the implementation of the policy in practice. They have a responsibility to keep up to date with equalities legislation relevant to their work, and must support the ethos of the school through their actions. They should undertake all their work activities mindful of equalities issues, including planning, assessment and individual support for pupils or groups of pupils. They should demonstrate an awareness of specific individual needs and promote respect for diversity. They should know how to respond to and deal with any prejudice related incident which occur.
- The SLT will track and monitor the performance of groups of pupils through existing practices. This data is reported to Governors on a termly basis.

ACCESS TO INFORMATION

- The policy will be published on the network internal shared drive and, as such, will be accessible by supply staff and all other staff members.
- The policy will be published on the school website www.elstonallsaints.notts.sch.uk and will thus be available to all stake-holders.
- Equality statements and objectives will be published on the school website.
- If any stakeholder feels that this policy has been breached, it is essential that they speak to the Head Teacher to discuss their concerns at their earliest possible convenience.

FURTHER INFORMATION

Equality and Human Rights Commission
0845 604 6610 (phone)
0845 604 6630 (fax)
8am to 6pm Monday to Friday

Elston All Saints Anglican/Methodist Primary School

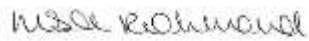
Achievement and Equality Team
Home Brewery Building
Sir John Robinson Way
Arnold
Nottingham NG5 6DA
0115 854 6440 (phone)

AGREEMENT, IMPLEMENTATION AND REVIEW

- The implementation of this policy is the responsibility of all staff and governors.
- The Head Teacher and staff will review this policy on a regular basis, any amendments being subsequently presented to Governors.
- This policy for Equality reflects the consensus of opinion of all stakeholders.

Head Teacher

Chair of Governors



September 2023 Review September 2025