

Brinsley Primary and Nursery School
Learn today, be a star of tomorrow

School Policy for

Equality and Diversity

Person Responsible: Mrs Emma Haywood

To be reviewed: February 2020

At Brinsley Primary and Nursery School, we promise you a caring community where everyone can be STARS. As a pupil, you will SHINE and work in our TEAM to ACHIEVE your full potential in an exciting, creative environment; which will inspire you to learn and grow. Through our values, we RESPECT and have empathy for each other- SMILING along the way!

1.INTRODUCTION

Brinsley Primary and Nursery School reflects the community in which it is located. As this tends to be largely monocultural in its composition, we are keenly aware of our role in promoting understanding, appreciation and respect for a wider society. We are therefore committed to ensuring and promoting equality of education and opportunity for students, staff and those receiving school services regardless of gender, disability, race, religion, age or sexual orientation.

The achievement of all pupils will be monitored by race, gender and disability and we will use data, work scrutiny, pupil interviews and observations to support pupils, raise standards and ensure inclusive teaching. This will enable everyone to reach their full potential. We aim to develop a culture of inclusion and diversity. At Brinsley Primary and Nursery School, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

2.AIMS

The aim of this policy is to ensure our school meets the Equality Act 2010 and replaces all previous policies relating to Race Equality, Gender Equality and Disability Equality. The act covers nine protected characteristics, which cannot be used as a reason to treat people unfairly. Every person has one or more of the protected characteristics, so the act protects everyone against unfair treatment. The protected characteristics are, age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, sexual orientation. This policy has been developed to help our school meet the duty to:-

- Eliminate unlawful discrimination, harassment, victimisation and other prohibited conduct
- Advance equality of opportunity between those who have a protected characteristic and those who do not
- Foster good relations between those who have a protected characteristic and those who do not

2.1 Guiding Principles

Brinsley Primary and Nursery School's Guiding Principles can be found in Appendix One. An action plan setting out our equality objectives will be part of the school's self-evaluation and development plan. The objective identified will be informed by an analysis of our equality information which we will collect on a half-termly basis. These objectives take into account national and local priorities and issues as appropriate.

3. IMPLEMENTATION OF THE POLICY

The school operates equality of opportunity in its day to day practice in the following ways:-

3.1 Teaching and Learning

All children at Brinsley Primary and Nursery School (taking account of ability, race, cultural background or gender) have a right to the highest quality education that we can provide. This means that we will:-

- Use contextual data to improve the ways in which we provide support to individuals and groups of pupils
- Monitor achievement by ethnicity, gender and disability and take action to narrow any gaps
- Take account of achievement of all pupils when planning for future learning and setting challenging targets
- Ensure equality of access for all pupils and prepare them for life in a diverse society
- Promote attitudes and values that will challenge other racist and discriminatory behaviour or prejudice
- Provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures.
- Seek to involve all parents in supporting their child's education
- Provide a wide range of curriculum activities and teaching methods which are tailored to the wide range of needs, interests and aspirations of our pupils. It also means that many features of the curriculum are common to all pupils. No pupils are denied access to any part of the curriculum on grounds of ability.

Staff are therefore expected to:

- have high expectations of all pupils
- employ a variety of appropriate teaching methods
- ensure that, wherever possible, pupils are found means of access to the curriculum and given opportunities to succeed.

3.2 Admissions and Exclusions

Our admissions arrangements are fair and transparent, and do not discriminate on race, gender, disability or socio-economic factors.

Exclusions will always be based on the school's behaviour policy.

3.3 Equal Opportunities for Staff

We are committed to the implementation of equal opportunities principals and monitoring and active promotion of equality in all aspects of staffing and employment.

All staff appointments and promotions are made on the basis of merit and ability and in compliance with the law.

3.4 Employer Duties

As an employer we need to ensure that we eliminate both direct and indirect discrimination and harassment in our employment practice and actively promote equality across all groups within our work force.

Actions to ensure this commitment is met include:-

- Monitoring recruitment and retention
- Monitoring of bullying and harassment of staff
- Continued professional development opportunities for all staff
- SLT support to ensure equality and opportunity for all

4.TACKLING DISCRIMINATION

4.1 Discrimination, harassment and victimisation on account of race, gender, disability or sexual orientation is unacceptable and is not tolerated within the school environment.

4.2 All staff are expected to deal with any discriminatory incidents that may occur. They are expected to know how to identify and challenge prejudice and stereotyping; and to support the full range of diverse needs according to a pupil's individual circumstances.

4.3 Racist and homophobic incidents and other incidents of harassment or bullying are dealt with the member of staff present, escalating to a class teacher/head teacher where necessary. All incidents are reported to the head teacher and all incidents are reported to the governing body and LA on a termly basis.

4.4 What is a discriminatory incident?

The standard definition now adopted by most public bodies is:-

"A hate 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."

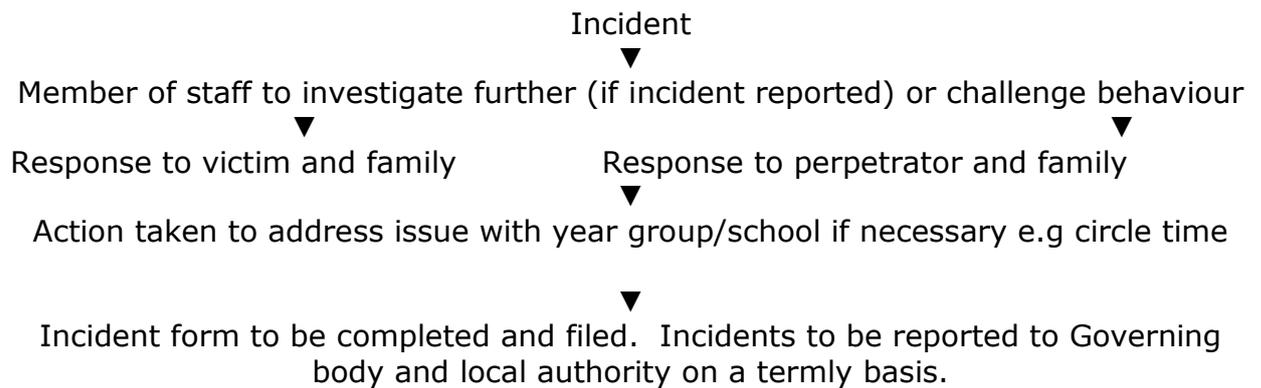
4.5 Types of discriminatory incidents

- Physical assault against a person or group because of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, sexual orientation.
- Use of derogatory names, insults and jokes
- Racist, sexist, homophobic or discriminatory graffiti
- Provocative behaviour such as wearing racist, sexist, homophobic or discriminatory badges or insignia
- Bringing discriminatory material into school
- Verbal abuse or threats

- Incitement of others to discriminate or bully due to the victim's race, disability, gender or sexual orientation
- Discriminatory comments in the course of discussion
- Attempts to recruit others to discriminatory organisations and groups
- Ridicule of an individual for difference e.g. food, music, religion, dress
- Refusal to cooperate with other people on grounds of race, gender, disability or sexual orientation.

4.6 Responding to and Reporting Incidents

All staff, teaching and non-teaching, should view dealing with incidents as vital to the well-being of the whole school.



5. ROLES AND RESPONSIBILITIES

5.1 The Governing Body

- The governing body has set out its commitment to equal opportunity in this plan and it will continue to do all it can to ensure that the school is fully inclusive to pupils, staff and families and responsive to their needs based on race, gender and disability.
- The governing body seeks to ensure that people are not discriminated against when applying for jobs at our school on grounds of race, gender and disability.
- The governors take all reasonable steps to ensure that the school environment gives access to people with disabilities and also strive to make school communications as inclusive as possible for parents/ carers and pupils.
- The governing body welcomes all applications to join the school whatever the child's socio-economic background, race, gender or disability.

5.2 The Head teacher

- It is the head teacher's role to implement the school's equality plan and she is supported by the governing body by doing so.

- It is the head teacher's role to ensure that all staff are aware of the equality plan, and that teachers apply these fairly in all situations.
- The head teacher ensures that all appointment panels give due regard to this plan so that no one is discriminated against when it comes to employment or training opportunities.
- The head teacher promotes the principle of equal opportunity when developing the curriculum, and promotes respect for other people and equal opportunities to participate in all aspects of school life.
- The head teacher treats all incidents of unfair treatment and any incidents of bullying or discrimination, including prejudice related incidents, with due seriousness.

5.3 The Role of Staff

- All staff will ensure that all pupils, parents/carers are treated fairly, equality and with respect, and will maintain awareness of the school's equality plan.
- All staff will strive to provide material that gives positive images based on race, gender and disability and challenges stereotypical images.
- All staff will challenge any incidents of prejudice, racism, or homophobia, and record any serious incidents, drawing them to the attention of the head teacher.
- Teachers support the work of the support staff and encourage them to intervene in a positive way against discriminatory incidents.

6 Monitoring and Review

We have a rolling programme for reviewing our school policies and their impact. In line with legislative requirements, we will review progress against our equality plan annually.

We make regular assessments of pupils' learning and use this information to track pupil progress. As part of this process, we regularly monitor achievement by ethnicity, gender and disability, to ensure that all groups are making the best possible progress, and take any appropriate action to address any gaps.

Policy Prepared by: Mrs E Haywood

Date: January 2018

Signed

Signed

Review Date: January 2020

APPENDIX ONE

GUIDING PRINCIPLES

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 the different needs and experiences of girls and boys, and women and men, 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 between boys and girls, and women and men, 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
- girls and boys, women and men.

Principle 6: We consult and involve widely

We 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. We consult and 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.
- homosexual people as well as heterosexual

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
- homosexual people as well as heterosexual

Principle 8: We base our practices on sound evidence

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

- disability
- ethnicity, religion and culture
- gender

Principle 9: Objectives

Our equality objective-setting process has involved gathering evidence as follows:-

- from the monitoring and analysis of pupil progress in identified groups
- from the following data, pupil progress files,

These objectives are 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.

Every three years, accordingly, we draw up an action plan within the framework of the overall school improvement plan and processes of self-evaluation, setting out the specific equality objectives we shall 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.