

**Homefield
Church of
England Primary
School**

**Equality and
Diversity
Policy and
Procedures**

1 JOHN 4:21 - AND HE HAS GIVEN US THIS COMMAND: ANYONE WHO LOVES GOD MUST ALSO LOVE THEIR BROTHER AND SISTER.

PSALM 133:1 - OH, HOW WONDERFUL, HOW PLEASING IT IS WHEN GOD'S PEOPLE ALL COME TOGETHER AS ONE.

(A song for David for going up to the Temple)

EQUALITY AND DIVERSITY POLICY AND PROCEDURE

General policy roles and accountabilities

The Headteacher of the school is responsible for the implementation of all policies of the school.

All employees of the school are subject to the school's policies.

1. Introduction

The Governing Body of Homefield Church of England Primary School is deeply committed to the principles of equality, diversity and inclusion and actively promotes this with its staff, governors, volunteers, pupils, parents / carers and all in the school's family community.

Homefield Church of England Primary School is inclusive where we focus on the well-being and progress of every child and where all members of our family community are of equal worth. We believe that the Equality Act 2010 provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people. It also ensures that we continue to tackle issues of disadvantage and underachievement of different groups.

We recognise that these duties 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.

2. Scope

This policy encompasses the following protected characteristics:

- Age
- Disability
- Gender reassignment
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation
- Marriage and civil partnership

The school does not tolerate any form of harassment, bullying or discrimination (see the section on linked policies for related policies).

3. Our approach to equality is based on the following key principles

- All learners, staff, governors and volunteers are of equal value and shall be enabled to develop to their full potential
- We recognise, respect and value difference and understand that diversity is a strength
- We foster positive attitudes and relationships and a shared sense of cohesion and belonging
- We observe good equalities practice in staff recruitment, retention and development
- We aim to reduce and remove inequalities and barriers that already exist
- Equality is central to our school's Christian ethos which follows the example of Jesus and the New Testament
- We aim to support social justice and social mobility preparing pupils for life in a diverse society

We will provide training, guidance and information to enable all in the school's family community to play their part in the implementation of this policy.

4. The Legal Context

The Equality Act 2010 was introduced to ensure protection from discrimination, harassment and victimisation on the grounds of specific characteristics (referred to as protected characteristics). This means that no-one should be discriminated against or treated less favourably because of their sex (gender), race, disability, religion or belief, gender reassignment, sexual orientation or pregnancy or maternity, age, marriage and civil partnerships

The Act requires all public organisations to comply with the Public Sector Equality Duty and two specific duties:

The **Public Sector Equality Duty** or "general duty"

This requires all public organisations to:

- Eliminate unlawful discrimination, harassment and victimisation
- Advance equality of opportunity between different groups
- Foster good relations between different groups

Two "specific duties"

This requires all public organisations to:

1. Publish information to show compliance with the Equality Duty
2. Publish Equality objectives at least every 4 years which are specific and measurable

We understand from time to time further legislation and guidance is published by Government and relevant legal bodies and we will continually monitor and implement relevant policy and practice to ensure compliance.

Roles and responsibilities

All governors, staff, volunteers, pupils and their families need to develop an appropriate understanding of, and act in accordance with, the school's Equality and Diversity Policy.

Our Governing Body is responsible for the implementation of this policy and will delegate the day to day operational responsibility to a named senior manager, usually the Headteacher.

All visitors to the school, including volunteers, parents and carers, are expected to support our commitment to equalities and comply with the duties set out in this policy. We will provide guidance and information on our website to enable them to do this.

Key contacts:

Staff Member responsible: Headteacher

Local Governor: Chair of Governors

5. Publishing Equality Objectives

The objectives which we identify represent the school's priorities and are the outcome of a careful review of and analysis of data and other evidence. They also take into account national and local priorities and issues. We evaluate our success in meeting the Public Service Equality Duties by the extent to which we **achieve improved outcomes** for the different groups.

Our School's Equality Objectives for this policy are:

1. Narrowing the gap objectives e.g. To narrow the gap between boys and girls and between disadvantaged and non-disadvantaged groups
2. To eradicate prejudice related bullying in relation to the protected characteristics listed in the Equality Act 2010.

We note also that OFSTED has a statutory duty to report on the outcomes and provision for pupils who are disabled and those who have special educational needs.

What we are doing to eliminate discrimination, harassment and victimisation

- We take account of equality issues in relation to admissions and exclusions; the way we provide education for our pupils and the way we provide access for pupils to facilities and services
- We are aware of the Reasonable Adjustment duty for disabled pupils – designed to enhance access and participation to the level of non-disabled pupils and stop disabled children being placed at a disadvantage compared to their non-disabled peers
- The Headteacher ensures that all appointment panels give due regard to this policy so that no one is discriminated against when it comes to employment, promotion or training opportunities
- We 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 take seriously the need to consider the equality implications when we develop, adapt and review any policy or procedure and whenever we make significant decisions about the day to day life of the school.
- We actively promote equality and diversity through the curriculum and by creating an environment which champions respect for all.
- We ensure that our admissions arrangements are fair and transparent, and we do not discriminate against pupils by treating them less favourably on the grounds of their sex, race, disability, religion or belief, sexual orientation, gender reassignment, pregnancy or maternity
- The school's Behaviour Policy takes full account of the duties under the Equality Act. We make reasonable, appropriate and flexible adjustment for pupils with a disability. We closely monitor data on exclusions and absence from school for evidence of over-representation of different groups and take action promptly to address concerns.
- The school challenges all forms of prejudice and prejudice-based bullying, which stand in the way of fulfilling our commitment to inclusion and equality. We treat all bullying incidents equally seriously. All forms of bullying are logged by the Headteacher.

6. What we are doing to advance equality of opportunity between different groups

- We know the needs of our pupils very well and collect and analyse data in order to inform our planning and identify targets to achieve improvements
- We have procedures, working in partnership with parents and carers, to identify children who have a disability through our admissions meetings
- We collect data and monitor progress and outcomes of different groups of pupils and use this data to support school improvement. We take action to close any gaps, for example, for those making slow progress in acquiring age-appropriate literacy and number skills
- We also collect, analyse and use data in relation to attendance and exclusions of different groups
- We avoid language that runs the risk of placing a ceiling on any pupils' achievement or that seeks to define their potential as learners when talking with pupils, such as "less able."
- We use a range of teaching strategies that ensures we meet the needs of all pupils
- We provide support to pupils at risk of underachieving
- We are alert and proactive about the potentially damaging impact of negative language in matters such as race, gender, disability and sexuality
- We ensure equality of access for all pupils to a broad and balanced curriculum, removing barriers to participation where necessary
- We will take positive and proportionate action to address the disadvantage faced by particular groups of pupils with particular protected characteristics, such as targeted support. The actions will be designed to meet the School's Equality Objectives.

7. What we are doing to foster good relations

- We work closely and openly with parents / carers
- We communicate and engage with a variety of community groups including the local church

- We enable employers and other groups to work with pupils in the school to broaden and deepen their educational experience

8. Monitoring and reviewing the objectives

The school reviews the equality objectives and updates them every two years.

9. Disseminating the policy

This Equality Policy will be made available:

- On the school's website
- As a paper copy upon request from the School Office
- As part of induction for new staff

10. Monitoring and Reviewing the policy

The Governing Body annually reviews the Equality Policy and evaluates the success of the School's Equalities work.

11. Links to other policies

Although this policy is the key document for information about our approach to equalities in line with the Public Sector Equality Duty, we ensure that information about our responsibilities under the Equality Act are also included in other aspects of school life such as the School Improvement and Development plan, web sites, newsletters and other policies e.g.

- Anti-bullying policy
- Staff Discipline policy
- SEND policy
- Admissions policy
- Accessibility plan

Signed Headteacher:

Signed Chair of Governors:

Date: