



# **Swavesey Primary School**

## **Equality, Equity and Diversity Policy**

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## Statement of intent

This policy sets out Swavesey Primary School's approach to promoting community cohesion, equality, equity and diversity. It covers disability, gender and race/ethnicity, in response to the statutory duties on schools, recognising that certain groups in society have historically been disadvantaged because of unlawful.

This policy will put in place a range of actions to eliminate prejudice, unlawful discrimination and victimisation within the school community and workforce.

This policy will also uphold the School's Values and Aims which seek to ensure **all children** are supported and developed as learners:

### **Our school aims to develop children who are:**

- happy, healthy and confident
- ready, independent, life long learners
- resilient, resourceful and reflective learners
- responsible, honest global citizens

### **Through:**

- A safe, stimulating and healthy environment
- Teaching which is inspiring, inclusive and active
- A broad challenging curriculum
- Encouraging creativity, individualism and team work
- Celebration of successes in all aspects of achievement
- Excellent partnerships with parents, governors and the community

## 1. Legal framework

- 1.1. This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:
  - Human Rights Act 1998
  - Special Educational Needs and Disability Regulations 2014
  - Education and Inspections Act 2006
  - Equality Act 2010
  - Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
  - Public Sector Equality Duty (PSED)
  - UK General Data Protection Regulation (GDPR)
  - Data Protection Act 2018
- 1.2. This policy also has due regard for non-statutory guidance, including the following:
  - DfE (2014) 'The Equality Act and schools'
  - DfE (2018) 'The Equality Act 2010 and advice for schools'
  - DfE (2018) 'Mental health and wellbeing provision in schools'
  - DfE (2018) 'Promoting the education of looked after children and previously looked after children'
- 1.3. This policy operates in conjunction with the following school and LA policies/documents:
  - Accessibility Plan
  - Admissions Policy (LA)
  - Anti-bullying Policy
  - Complaints Procedures Policy
  - Dealing with Persistent or Vexatious Complaints Policy
  - Positive Behaviour Policy
  - PSHE Policy
  - RSE Policy
  - SEND Policy
  - CLA Policy
- 1.4. The Equality Act 2010 provides a modern, single legal framework with three broad duties:
  - Eliminate discrimination
  - Advance equality of opportunity
  - Foster good relations

- 1.5. For the purpose of this policy, the Equality Act 2010 will be referred to as 'the Act'.
- 1.6. The school fully understands the principles of the Act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equal opportunities.
- 1.7. Protected characteristics, under the Act, are as follows:
  - Age
  - Disability
  - Race, colour, nationality or ethnicity
  - Sex
  - Gender reassignment
  - Maternity and pregnancy
  - Religion and belief
  - Sexual orientation
  - Marriage and civil partnership
- 1.8. The Act makes it unlawful for the responsible body of a school to discriminate against, harass or victimise a pupil or potential pupil:
  - In relation to admissions.
  - In the way it provides education for pupils.
  - In the way it provides pupils access to any benefit, facility or service.
  - By excluding a pupil or subjecting them to any other detriment.
- 1.9. The responsible body for the school is the governing body or the LA depending on the nature of the matter.
- 1.10. The school's liability not to discriminate, harass or victimise does not end when a pupil has left the school, but will apply to subsequent actions connected to the previous relationship between school and pupil, such as access to "old pupils" documentation as appropriate under GDPR.
- 1.11. The school will promote equality of opportunity for all staff and job applicants and will work in line with the Equal Opportunities and Dignity at Work Policy.

## **2. Principles and aims**

- 2.1. We see all learners and potential learners, their parents, and staff as of equal value, regardless of any protected characteristic.
- 2.2. Our policies, procedures and activities will not discriminate but must nevertheless take account of differences in life-experience, outlook and background, and in the kinds of barriers and disadvantages which people may face in relation to any protected characteristic.

- 2.3. The school will promote equality and have due regard to eliminating unlawful discrimination based on any characteristic, promoting equality of opportunity and good relations between all groups of people within our school and community.
- 2.4. The school is opposed to all forms of prejudice and recognises that children and young people who experience any form of prejudice-related discrimination may fare less well in the education system.
- 2.5. The school will ensure that all staff comply with the appropriate equality legislation and regulations.
- 2.6. The school will:
  - Ensure staff are aware of their responsibilities, given necessary training and support, and report progress to the governing body.
  - Ensure that the recording and reporting of equality and diversity is sufficiently scrutinised.
  - Foster positive attitudes and relationships, a shared sense of cohesion and belonging, and ensure this is promoted in our policies, procedures and activities.
  - Observe good equalities practice in staff recruitment, retention and development, and ensure that all policies and procedures benefit all employees and potential employees regardless of any protected characteristic, and with full respect for legal rights relating to pregnancy and maternity.
  - Reduce and remove inequalities and barriers that already exist.
  - Engage with a range of groups and individuals to ensure that those who are affected by a policy, procedure or activity are involved in the design of new policies, and in the review of existing ones.
  - Ensure that policies, procedures and activities benefit society as a whole, both locally and nationally, by fostering greater social cohesion regardless of any protected characteristic.
  - Ensure staff promote an inclusive, equitable and collaborative ethos in the school, challenging inappropriate language and behaviour, responding appropriately to incidents of discrimination and harassment, and showing appropriate support for pupils with additional needs, maintaining a good level of awareness of issues surrounding equality.

### **3. Roles and responsibilities**

- 3.1. The governing board will:
  - Ensure that the school complies with the appropriate equality legislation and regulations.
  - Meet its obligations under the PSED to publish equality development objectives at least every four years commencing on the date of the last publication, which will be reported against through the headteacher's report. This will be reviewed annually by the CLA and Resources committees.

- Ensure equal opportunities in its staff recruitment and promotion practices, professional development programmes and in membership of the governing body.
- Provide information in appropriate and accessible formats.
- Ensure that the necessary disciplinary measures are in place to enforce this policy.

3.2. The headteacher will:

- Implement this policy and its procedures.
- Ensure that all staff members receive the appropriate equality and diversity training as part of their induction and CPD.
- Ensure that all parents, visitors and contractors are aware of, and comply with, the provisions of this policy.
- Actively challenge and take appropriate action in any case of discriminatory practice.
- Address any reported incidents of harassment or bullying in line with DfE guidance.

3.3. Employees will:

- Be mindful of any incidents of harassment or bullying in the school.
- Address any minor issues of harassment or bullying and report any major breaches of the policy to the headteacher.
- Identify and challenge bias and stereotyping within the curriculum and the school's culture.
- Promote equality and good relations, and not harass or discriminate in any way.
- Monitor pupils' progress and academic needs to ensure the appropriate support is in place.
- Keep up-to-date with equality legislation and its application by attending the appropriate training.

3.4. Pupils will:

- Not discriminate or harass any other pupil or staff member.
- Actively encourage equality and diversity in the school by contributing their cultural experiences and values.
- Report any incidences of bullying or harassment, whether to themselves or to others, to their class teacher or another member of staff.
- Abide by all the school's equality and diversity policies, procedures and codes.

3.5. The school will have an equality section on its website, in order to demonstrate how it is complying with the PSED in the Equality Act 2010, and advancing equality of opportunity.

## 4. Equality aims

4.1. The school is committed to promoting the welfare and equality of all its staff, pupils and other members of the school community. To achieve this, the school has established the following aims:

- Monitor changes to the curriculum to ensure they result in good outcomes for all pupils, with specific focus on all vulnerable groups, and to review the curriculum considering any new performance measures
- Assure the quality of support for pupils in all vulnerable groups in the classroom
- Continue to explore the use of new technologies to support pupils in all groups in accessing their learning.
- The school will ensure its accessibility plan is kept up to date carrying out any actions to promote greater accessibility of all groups
- The school will update all published equality documentation annually and will publish its development objectives at least every four years (see Annex A).

## 5. Collecting and using information

5.1. The school will collect equality information for the purpose of:

- Identifying key issues, e.g. unlawful discrimination in teaching methods.
- Assessing performance, e.g. benchmarking against similar organisations locally or nationally.
- Taking action, e.g. adapting working practice to accommodate the needs of staff who share protected characteristics.

5.2. The school will build an equality profile for staff to assist with identifying any issues within their recruitment regime. The school will obtain the following information from their staff:

- Recruitment and promotion
- Numbers of part-time and full-time staff
- Pay and remuneration
- Training
- Return to work of women on maternity leave
- Return to work of disabled employees following sick leave relating to their disabilities
- Appraisals
- Grievances (including about harassment)
- Disciplinary action (including for harassment)
- Dismissals and other reasons for leaving

5.3. The school will use the information they obtain to analyse any gaps present in their equality documentary.

- 5.4. Any personal data the school collects will be processed in accordance with the Data Protection Policy and GDPR.

## **6. Publishing information**

- 6.1. The school will publish information to demonstrate its compliance with the Act.

## **7. Promoting equality and equity**

- 7.1. In order to meet our aims, the school has identified the following priorities:

- The school will support the provision of auxiliary aids that are directly related to disabled pupil's educational needs as a reasonable adjustment, so they can integrate wholly in all parts of school life.
- Staff will ensure that all pupils are able to take part in extra-curricular activities and residential visits, and the school will monitor uptake of these visits to ensure no one is disadvantaged on the grounds of a protected characteristic.
- The school will ensure that all forms of prejudice-motivated bullying is taken seriously and dealt with equally and firmly.
- There will be adaptations to curriculum provision to meet the abilities and learning styles of all pupils.
- There will be a clearly defined behaviour development strategy set out in the Positive Behavioural Policy, which will be consistently applied.
- The school will ensure equity of provision and strategies for all children through ensuring access to provision which supports their individual needs.
- The school will ensure equality through increased access for disabled children to the school curriculum and will take necessary steps to meet pupils' needs by using a variety of approaches and planning reasonable adjustments for disabled pupils, enabling them to take as full a part as possible in the activities of the school.
- The school will ensure there is adequate access to the physical environment of the school.
- The school will improve the delivery of written information to disabled children.
- The school will seek the views of advisory staff, outside agencies and local schools.

- 7.2. Equality development objectives will be published at least every four years commencing on the date of the last publication.

- 7.3. Bullying and prejudice will be carefully monitored and dealt with in accordance with our policies.

- 7.4. Training will be given to both existing and new staff to ensure that they are aware of the process for reporting and following up incidents of prejudice-related bullying.

## **8. Addressing prejudice-related incidents**

- 8.1. The school is opposed to all forms of prejudice and we recognise that pupils and staff who experience any form of prejudice-related discrimination may fare less well in the education system.
- 8.2. The school will ensure that pupils and staff are aware of the impact of prejudice in order to prevent any incidents from occurring.
- 8.3. If incidents continue to occur, the school will address them immediately and report them to the LA.

## **9. Appeal process**

- 9.1. Staff members retain the right to appeal against a decision on the acceptability of their appearance e.g. dress code, using the school's grievance procedure.
- 9.2. The school will adhere to the Complaints Procedures Policy when following the grievance procedure.

## **10. Curriculum**

- 10.1. All pupils will be entitled to access a broad and balanced curriculum and to teaching and learning opportunities which meet their needs, including extra support where this has been identified as a statutory need.
- 10.2. When planning the curriculum, the school will take every opportunity to promote and advance equality and equity.
- 10.3. When teaching the curriculum, the school will promote equality and will not subject individuals to discrimination.
- 10.4. The school will develop an appropriate curriculum for all pupils in all vulnerable groups.
- 10.5. The school will ensure PSHE lessons are designed for pupils to develop their knowledge of the world and the importance of equality.

## **11. Monitoring and review**

- 11.1. The headteacher will review this policy annually, to ensure that all procedures are up-to-date.
- 11.2. The policy will be monitored and evaluated by the headteacher and governing body in the following ways:
  - Individual attainment data
  - Equal opportunities recruitment data
  - Ofsted inspection judgements on equality and diversity
  - Incident records related to harassment and bullying
- 11.3. Any changes made to this policy will be communicated to all members of staff.

## **Annex A**

### **Development objectives 2024 to 2028**

**Our equality development objectives are:**

**To develop our long-term strategy and provision offer for all children with English as an additional language (EAL) to ensure children make good progress in all areas of their development and learning from their starting points.**

**To develop our support offer for new families joining us with English as an additional language, especially where they arrive from another country and may need access to external services.**

**To continue to actively close gaps in attainment and achievement between pupils and all groups of pupils; especially students eligible for free-school meals (Including Ever6), students with special educational needs and disabilities and looked after children**

**To continue to ensure the school environment is as accessible as possible to all pupils, staff and visitors as the community needs change.**