



## **Glenfall Primary School**

### **Equality, Diversity & Inclusion Policy**

This policy should be read in conjunction with:

- Safeguarding Policy
- Anti-bullying Policy
- Behaviour Policy
- Early Help Offer
- Disability Discrimination Act (Equal Opportunities)
- Pupil Premium Policy
- First Aid Policy

Policy review:

Staff reviewer	School Staff
Governor reviewer	Full Governing Body
Policy approval	Full Governing Body
Date approved	2/3/23
Frequency of review	Annually
Date of next review	March 24

Document history:

<b>Version</b>	<b>Issue date</b>	<b>Summary of changes</b>
1.0	2/3/23	Revised policy
1.1		
1.2		

Glenfall School welcomes its duties under the Equality Act 2010 and is committed to promoting equality of opportunity for all, acknowledging that the society within which we live is enriched by the ethnic, cultural and religious diversity of our people.

We strive to ensure that the culture and ethos of the school is such that, whatever the heritage, origins and faiths of members of the school community, everyone is equally valued and treats one another with respect. Pupils will be provided with the opportunity to experience, understand and celebrate diversity and we promote good relations between members of different racial, cultural, religious groups and communities

The school believes equality of opportunity is the right of everyone to equal chances, and that each individual is respected for who they are.

### **Introduction**

This policy statement recognises that discrimination is both unlawful and unacceptable and outlines the commitment of the staff and Governors of Glenfall Primary School to ensuring that equality of opportunity is the right of all members of the school community. These include:

- Pupils
- Teaching staff
- Support staff
- Parents
- Governors
- Visitors to the school
- Students on placement.

Equal opportunities should permeate all aspects of school life; it is the responsibility of every member of the school community to encourage and promote this. This policy statement reflects the consensus of opinion of the whole school community and its implementation is the responsibility of all individuals within the school community.

All members of the school community should be aware that every individual has a right to be considered of equal value and be given equal opportunities regardless of:

- Ethnic or national origin

- Gender (including Transgender)
- Social background
- Ability/Disability
- HIV Status
- Belief
- Age
- Marital status • Nationality/Citizenship
- Sexual orientation.

In the context of the school we feel the most appropriate definition is that:

'Equal opportunity is the right of everyone to equal chances, and each individual is respected for who they are.'

In fulfilling our legal duty we are guided by three essential principles:

- Every pupil should have the opportunities to achieve the highest possible standards, and the best possible qualifications for the next stages of their life and education.
- Every pupil should be helped to develop a sense of personal and cultural identity that is confident and open to change, and that is receptive and respectful towards other identities.
- Every pupil should develop the knowledge, understandings and skills that they need in order to participate in Britain's multi ethnic society, and in the wider context of an interdependent world.

### **Ethos and Atmosphere**

At Glenfall Primary School we are aware that those involved in the leadership of the school community are instrumental in demonstrating mutual respect between all members of the school community.

- There should be an open atmosphere which welcomes everyone to the school.
- The children are encouraged to greet visitors to the school with friendliness and respect.
- The displays around the school are of high quality and reflect diversity across all aspects of equality of opportunity.
- Physical accessibility to the school is appropriate for disabled students, staff and other visitors.
- Provision is made to cater for the spiritual needs of all the children through planning of both assemblies and classroom activities.

## **Learning Environment**

There is a consistently high expectation of all pupils regardless of age, gender, ethnicity, ability or social background. All pupils are encouraged to improve on their own achievements and not to measure themselves against others. Parents are also encouraged to view their own children's achievements in this light.

- Enthusiasm, both teacher and pupil, is a vital factor in achieving a high level of motivation and good results from all pupils.
- The adults in the school aim to provide good, positive role models in their approach to all issues relating to equality of opportunity and are expected to challenge (or flag to senior management team) discriminatory attitudes where appropriate.
- The school places a very high priority on the provision for special educational needs and disability. We aim to meet all pupils' learning needs, including gifted and talented pupils, by carefully assessed and administered programmes of work (see SEN policy and Disability Equality Scheme)
- The school provides an environment in which all pupils have equal access to all facilities and resources.
- All pupils are actively involved in their own learning.
- A range of teaching methods is used throughout the school to ensure that effective learning takes place at all stages for all pupils.

## **The Taught Curriculum**

At Glenfall Primary School we aim to ensure that our planning reflects our specific commitment to equality of opportunity in all subject areas and cross-curricular themes, in line with the National Curriculum 2014.

Our planning considers the differing needs of pupils and their progression.

## **Resources and Materials**

The provision of good quality resources and materials within Glenfall Primary School is a high priority. These resources should:

- reflect 'the reality of an ethnically, culturally and diverse society'
- reflect a variety of viewpoints
- show positive images of males and females in society including people with disabilities
- reflect non-stereotypical images of all groups in a global context
- include materials to raise awareness of equal opportunity issues
- be equally accessible to all members of school community consistent with health and safety

- not include explicitly and implicitly racist, sexist, homophobic or ageist materials. Our materials seek to promote all areas of equality.

### **Language**

At Glenfall Primary School, we recognise that it is important that all members of our community use appropriate language which:

- does not transmit or confirm stereotypes
- does not offend
- creates and enhances positive images of particular groups identified at the beginning of this document
- creates the conditions for all people to develop their self esteem
- uses correct terminology in referring to particular groups or individuals eg. Inuit rather than Eskimo, Native Americans rather than Red Indians.

### **Organisation of Learning**

When organising groups for various activities, consideration is always given to the composition of the group, to provide a balance appropriate to the activity. At Glenfall Primary School our environment is not particularly culturally diverse and we are very conscious of the need to provide first-hand experiences for the pupils to encounter people from other cultures.

### **Extra-curricular Provision**

It is the policy of this school to provide equal access to all activities

We undertake responsibility for making contributors to extra-curricular activities aware of the school's commitment to equality of opportunity (eg. sports helpers, coach drivers) by providing them with copies of this policy.

We try to ensure that all such non-staff members who have contact with children adhere to these guidelines.

### **Provision for Bilingual Pupils**

We undertake at Glenfall Primary School to make appropriate provision for all bilingual groups to ensure access to the whole curriculum. While there is a need for pupils to learn to communicate in standard English, we believe that the home language should also be celebrated and respected.

### **Legislation**

We are bound by the legal requirements of the following legislation:

- Human Rights Act 1998

- Civil Partnership Act 2004
- Gender Recognition Act 2004
- Race Relations (Amendment) Act 2000
- The Disability Discrimination Act 1995
- The Disability Discrimination Act 1995 (Amendment) Regulations 2003
- Disability Discrimination Act 2005
- The Disability Discrimination (Public Authorities)(Statutory Duties) Regulations 2005
- Special Educational Needs and Disability Act 2001 (SENDA)
- The Disability Discrimination Act 1995 (Pensions) Regulations 2003
- Disability Rights Commission Act 1999
- The Education (Modification of Enactments Relating to Employment) (England) Order 2003
- Education Act 1996 - Part IV
- The Employment Equality (Age) Regulations 2006
- The Employment Equality (Sex Discrimination) Regulations 2005 • The Employment Equality (Religion or Belief) Regulations 2003
- The Employment Equality (Sexual Orientation) Regulations 2003
- Equality Act 2006
- The Equality Act 2010

### **Staffing and Staff Development**

We recognise the need for positive role models and distribution of responsibility among staff. This must include, where possible, pupils' access to a balance of male and female staff at both key stages.

We undertake to encourage the career development and aspirations of all individuals.

It is our policy to provide staff with training and development that will increase awareness of the needs of different groups of pupils in the various dimensions of equality of opportunity.

### **Harassment and Bullying**

It is the duty of this school to challenge all types of discriminatory behaviour eg. unwanted attentions (verbal or physical), unwelcome or offensive remarks, or suggestions about another person's appearance, character, race, ability or disability, sexuality, gender (or transgender).

The school has a clear, agreed procedure for dealing with incidents such as these (and also Gloucestershire document on Racial Harassment in Education - Good Practice Guide for Schools).

## **Parents and the Wider Community**

We aim to work in partnership with parents to help all pupils to achieve their potential. We wish to affirm our continuing commitment to reach out to other diverse groups within our immediate community and beyond, as illustrated in our Community Cohesion Action Plan.

## **Monitoring and Review**

Equality of opportunity is identified as an area requiring careful and ongoing monitoring in the School Development Plan.

The policy is monitored and regularly reviewed by the headteacher and Governors

Monitoring in the following areas will be completed by the headteacher as part of LA reporting and Governors through the Heads report to enable the school to see where equality of opportunity needs to be more intensely focused:

- SATs results / attainment / achievement
- participation in extra-curricular activities
- exclusions and truancy
- continuous assessment of children's learning
- racist and sexist incidents and action
- results from screening for specific learning needs
- admissions and attendance / punctuality

## **Appendix 1**

### **Steps for avoiding gender discrimination**

To ensure that gender discrimination does not occur, the following steps should be followed:

All staff should endeavour to avoid any organisation procedures which involve gender differentiation as this may appear to legitimise in the eyes of the children, for example:

### **School Organisation**

There should be no lining up of separate gender lines to move around the school or in assembly.

All school lists should be alphabetical

All space, facilities (except toilets and changing areas) and equipment in the school should be available to both boys and girls

In the allocation of prefect and monitor duties there should be no gender differentiation Staff should be aware that their actions can reinforce gender expectations.

### **Classroom Organisation and Interaction**

Within their own classrooms, teachers should be cognisant of the numerous ways in which they contribute to childrens perceptions of gender role. They should be alert to these possibilities and be able to stand back and review their practice. In doing so they should consider the following courses of action:

Note to be taken of seating arrangements and whether they should be adjusted to counter gender bias.

The allocation of children to groups for practical exercises should be without gender bias

Have the same behavioural expectations for both sexes

Have the same expectation for class work

### **The Curriculum**

All subjects in the curriculum will be taught without gender bias. Equal expectations of pupils will ensure that neither gender group dominates the activity. Similarly, contributions from either gender will be equally valued.

More recently published material does attempt to avoid stereotypical portraits of males and females, however older books are checked before use to ensure that they are suitable and removed if not.

Bias found in books should be highlighted by guided discussion among the children.

The only exceptions to this are:

Parts of the sex education programme (refer to sex education policy)

### **Communications**

The wording of all communications will be written without gender bias.

## **Appendix 2**

### **Process for Dealing with Incidents**



Category of incident	Procedure
a) Physical assault against a Person or group because of colour / ethnicity / beliefs /sex etc.	Reported to head teacher. Parents of all parties contacted by phone. Opportunity given to meet with head teacher
	Necessary action taken to prevent recurrence, through the curriculum, assembly, worship etc
	If necessary head teacher uses exclusion procedure involving parents and governors discipline committee (written procedures) as per LA guidelines
	In incidents of a particularly serious nature police are informed
b) Verbal abuse including derogatory name calling, insults and racist / jokes, incitement of others to behave in racist way, ridicule of an individual for cultural differences e.g food, music, dress, language	<p>Members of staff will not ignore any form of verbal racists abuse in the school.</p> <p>Explain fully to the offender that racist abuse is not tolerated.</p> <p>Offenders are referred to the head teacher</p> <p>Parents are informed.</p>
c) Racist Graffiti	<p>All racist graffiti in the school is reported to the head teacher and is removed immediately</p> <p>Regular checks are made and steps taken to prevent reappearance of graffiti</p>

d) Wearing racist badges or insignia	<p>Wearing of racist badges or insignia is not permitted</p> <p>Offenders are referred to the head teacher</p> <p>Parents are informed</p>
e) brining racist materials such as leaflets, comics or magazines or accessing racist materials on the internet	<p>All forms of racist literature and materials are removed and access to the internet is controlled</p> <p>Offenders are referred to the head teacher</p>
	<p>Parents are informed</p>
f) Racist comments in the course of lesson discussion	<p>Racist statements are not allowed to go unchallenged</p> <p>Persistent offenders are referred to the head teacher</p> <p>Parents are informed</p>
g) Attempts to recruit to racist groups	<p>Attempts will be reported immediately to the head teacher</p> <p>Recruiter would be interviewed</p> <p>Parents would be informed</p>
h) refusal to cooperate with other people because of race, colour, ethnicity or language	<p>Staff explain that pupils should work collaboratively and that every pupil has the right to be included in school activities. The school does not exclude any pupil on racial, cultural or linguistic grounds.</p> <p>Persistent offenders are referred to the head teacher</p> <p>Parents are informed</p>