



Hardwick Community Primary School

Equality and Diversity Policy

March 2014

This policy is adapted from guidance from Insted Consultancy and the Cambridgeshire Race Equality and Diversity Service (CREDS).

1. Introduction

This Equality and Diversity Policy replaces the previous Single Equality Policy, Gender and Disability Equality Schemes and associated action plans. In particular, it relates to the Equality Act 2010 and incorporates issues concerning personnel management as well as equality issues relating more specifically to children and parent/carers. It refers to all employees, including full-time, part-time, supply staff, trainees, governors, casual workers and volunteers as well as to parents/carers and pupils.

2. Rationale

At Hardwick Community Primary School we aim to provide equality and excellence for all in order to promote the highest possible standards.

This policy is based on the following school values which underpin all our work

- We seek to provide a safe, secure and stimulating environment in which all children will feel happy, cared for and confident, nurturing high self-esteem by the celebration of their endeavours and successes in all areas of their life.
- We are committed to providing a high standard of education, through a broad, balanced and stimulating curriculum, which will foster independence, encourage personal achievement and prepare each child for life in the wider world.
- We offer equal opportunities by recognising that all children have individual needs and learning styles, which we will strive to meet through the use of a variety of teaching methods allowing children to reach their full potential.
- We believe in developing children's moral and spiritual awareness, encouraging children to understand the feelings and values of others and to consider thoughtfully their own attitudes, values and beliefs.
- We recognise that our society is diverse and multi-cultural and we foster mutual respect and tolerance of everyone.
- We recognise the importance of parents and carers as co-educators and promote strong links between school, home and the wider community.
- We actively promote children's thinking skills, innovation and creativity as well as attitudes of honesty, commitment, self-discipline and responsibility.
- We are committed to providing opportunities in school for enhancing emotional and physical health.

3. School Community

Hardwick Community Primary School serves a community encompassing the villages of Hardwick and Cambourne with sites in both villages and a small number from out-lying villages. Some pupils from Cambourne travel to the Hardwick campus school by bus, making it more difficult to keep in face-to-face contact with some parents. The school serves the wider community by actively encouraging community use of the premises, with the two halls and community room, at **both sites** being used every day and at the weekends for a range of

lettings. In addition to this, strong links are formed with a number of these groups to encourage their participation and contribution to school activities.

4. References

- Equality and Diversity Policy for Staff
- Harassment and Bullying Policy for Staff
- Hardwick Flexible Working Policy
- Anti Bullying Policy
- Special Educational Needs Policy

5. Legal framework

- 5.1 We welcome our duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age (as appropriate), disability, ethnicity, gender (including issues of transgender, and of maternity and pregnancy), religion and belief, and sexual identity.
- 5.2 We welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.
- 5.3 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.

6. Guiding principles

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

Principle 1: All learners are of equal value.

We see all learners, 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:

- people with disabilities and those without
- 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:

- people with disabilities as well as those without
- people from a range of ethnic, cultural and religious backgrounds
- both women and men, and girls and boys.
- people of all sexual identities.

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:

- people with disabilities as well as those without
- people of a wide range of ethnic, cultural and religious backgrounds
- both women and men, girls and boys
- people of all sexual identities.

Principle 8: We base our practices on sound evidence

We maintain and publish quantitative and qualitative information showing our compliance with the public sector equality duty (PSED) set out in clause 149 of the Equality Act 2010.

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 6).

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.

7. The curriculum

We keep each curriculum subject or area under review in order to ensure that teaching and learning reflect the principles set out in the Guiding Principles above.

8. Ethos and organisation

We ensure that the nine principles listed above and the issues raised in section four, apply to the full range of our policies and practices, including those that are concerned with:

- ***pupils' progress, attainment and achievement***

Pupil grouping is planned and varied to reflect the requirements of learners and their social development needs. Support to teaching groups is kept under regular review and analysed by ethnicity, gender and SEN.

- ***pupils' personal development, welfare and well-being***

This school believes that self-assessment is a very valuable learning skill, and we provide all pupils with opportunities to take responsibility for their own learning through regular reflection and feedback on their progress. This is most clearly evidenced in our Learning Journals.

We also provide our pupils with opportunities to choose aspects of their curriculum through our Golden Morning provision. This enables all pupils from Y1 to follow areas of learning that are of interest to them, or help them develop new or existing skills.

- ***teaching and learning***

All staff ensure that the classroom is an inclusive environment in which pupils feel all contributions are valued. Positive steps are taken to include pupils who may otherwise be marginalised.

We take account of pupils' experiences and starting points and are responsive to pupils' different learning styles. All pupils are consulted about their learning.

Our teaching styles include collaborative learning. All pupils will be encouraged to question, discuss and collaborate in problem solving tasks. Staff encourage pupils to become independent and assist them in taking responsibility for the management of their own learning and behaviour.

- ***curriculum and other activities***

This school provides an appropriate, stimulating and creative curriculum for pupils of all backgrounds. We monitor and evaluate its effectiveness through target setting and attainment analysis, and pupil enjoyment.

All pupils participate in the mainstream curriculum of the school. The curriculum builds on pupils' starting points and is differentiated appropriately to ensure the inclusion of:

- boys and girls
- pupils learning English as an additional language
- pupils from minority ethnic groups including travellers
- pupils who are gifted and talented
- pupils with special educational needs
- pupils with a disability
- pupils who are in public care
- pupils who are at risk of disaffection and exclusion

Each area of the curriculum is planned to incorporate the principles of equality and to promote positive attitudes to diversity. All subjects contribute to the spiritual, moral, social, and cultural development of all pupils.

- ***admissions and attendance***

Steps are taken to ensure the school's admission process is fair and equitable to all pupils, including short-stay pupils and those with English as an additional language.

The school will not discriminate against a disabled pupil in the arrangements it makes for determining admission.

Comprehensive information about pupils' ethnicity, first language, religion, physical needs, diet etc. is included in admissions forms

- ***staff recruitment, retention and professional development***

The school adheres to recruitment and selection procedures which are fair, equitable and in line with statutory duties and Cambridgeshire County Council guidelines.

Equality and diversity issues are reflected in our school's employment practices including our performance management policy.

Everyone associated with the school is informed of the contents of this policy. All staff and visitors must support the ethos of the school, promoting equality and challenging bias and stereotyping wherever they observe it.

- ***care, guidance and support***

We actively promote good personal and community relations and recognise diversity as having a positive role to play within the school.

Our pastoral support takes account of religious, cultural and ethnic differences, special educational needs, and disability.

The school provides appropriate support for pupils learning English as an additional language and pupils are encouraged to use their home and community languages to enhance their learning.

- ***Behaviour, discipline and exclusions***

The school expects high standards of behaviour from all pupils. We have procedures for disciplining pupils and managing behaviour that are fair and applied equally to all. All staff are expected to operate consistent systems of rewards and discipline. Adults in school take care to lead through example, demonstrating high expectations of all pupils.

It is recognised that cultural background and disability may affect behaviour. Our school takes this into account when dealing with incidents of unacceptable behaviour. (see Positive Behaviour Policy)

This school will take all reasonable steps to prevent the exclusion of a pupil for a reason related to any disability they may have.

- ***working in partnership with parents, carers and guardians***

- ***working with the wider community.***

We aim to ensure that information and meetings for parents are made accessible for all. Reports to parents are clearly written and free from jargon to encourage parents to participate in their child's education.

If we are aware that parents with a disability or with learning difficulties will be unable to access school's information we will endeavour to make this accessible to them.

Parents are fully involved in the school-based response for their child with special educational needs.

Informal events are designed to include the whole community and at times may target minority or marginalised groups.

The school's premises and facilities are equally available and accessible for use by all groups within the community.

- ***Linguistic Diversity***

We recognise and celebrate the linguistic diversity in British society and look for opportunities to enrich the curricular experience of all our pupils by:

- Highlighting how English has borrowed from other languages
- Raising awareness of the similarities and differences between English and other languages.
- Reflecting the multilingual nature of our wider society in our resources and displays.

9. Addressing prejudice and prejudice-related bullying

9.1 The school is opposed to all forms of prejudice which stand in the way of fulfilling the legal duties referred to in paragraphs 1–3:

- prejudices around disability and special educational needs

- prejudices around racism and xenophobia, including those that are directed towards religious groups and communities, for example anti-Semitism and Islamophobia, and those that are directed against Travellers, migrants, refugees and people seeking asylum
 - prejudices reflecting sexism and homophobia.
- 9.3 Other policies and procedures which are relevant to these issues are the Special Educational Needs, Harassment and Bullying Policy for Staff, Equality and Diversity Policy for Staff, Positive Behaviour Policy, Flexible Working Policy, Anti-Bullying Policy, Recording and Reporting Racist Incidents, Whistle-blowing Policy and the Grievance Procedure
- 9.4 We keep appropriate records of relevant incidents in accordance with the above policies and procedures.

10.Roles and responsibilities

- 10.1 The governing body is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and action plans are implemented.
- 10.2 A member of the governing body has a watching brief regarding the implementation of this policy.
- 10.3 The headteachers are responsible for implementing the policy; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination.
- 10.4 A senior member of staff has day-to-day responsibility for co-ordinating implementation of the policy.
- 10.5 All staff are expected to:
- promote an inclusive and collaborative ethos in their classroom or other working area, fostering a positive atmosphere of mutual respect and trust
 - model appropriate standards of behaviour
 - deal with any prejudice-related incidents that may occur
 - plan and deliver curricula and lessons that reflect the principles in paragraph four above
 - support pupils in their class for whom English is an additional language
 - keep up-to-date with equalities legislation relevant to their work.
 - promote an inclusive ethos with regard to other members of staff
 - promote an inclusive ethos with regard to parents, volunteers and visitors to the school
 - challenge stereotypes and foster pupils' critical awareness and concepts of fairness, enabling them to detect bias and challenge inequalities

11.Information and resources

- 11.1 We ensure that the content of this policy is known to all staff and governors, parents/carers and, as appropriate, to all pupils.
- 11.2 All staff and governors have access to a selection of resources which discuss and explain concepts of equality, diversity and community cohesion in appropriate detail.

12. Religious observance

We respect the religious beliefs and practice of all staff, pupils and parents, and comply with reasonable requests relating to religious observance and practice.

13. Staff development and training

We ensure that all staff, including support and administrative staff, receive appropriate training and opportunities for professional development, both as individuals and as groups or teams.

14. Breaches of the policy

Breaches of this policy will be dealt with in the same ways that breaches of other school policies are dealt with, as determined by the headteachers and governing body.

15. Monitoring and review

- 15.1 We collect, study and use quantitative and qualitative data relating to the Implementation of this policy, and make adjustments as appropriate.
- 15.2 In particular we collect, analyse and use data in relation to achievement, broken down as appropriate according to disabilities and special educational needs; ethnicity, language, religious affiliation, gender and free school meals.

Date approved by the Governing Body: March 2014