



Embleton Vincent Edwards C of E Primary School

Policy	Equality and Diversity
Ratification Date	October 2023
Review Date	October 2027
Signed	<i>Alan Craft</i>

Chair of Governors

Introductory Notes

Since the Equality Act 2010 was introduced fully in April 2011 there is no longer a requirement that schools should draw up and publish equality schemes or policies. It is still good practice, however, for a school to make a statement about the principles according to which it assesses the impact on equality of its policies and practices, and according to which it establishes specific objectives.

Legal Framework

- We acknowledge 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, religion and sexual identity.
- We welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.
- 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.
- We recognise these duties are essential for achieving the five outcomes of the Every Child Matters framework, and that they 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.

Guiding Principles

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

Principle 1: All learners are of equal value

We see all 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 all genders are recognised
- religion, belief or faith background
- sexual identity.
- gender 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, biphobic and transphobic language, harassment or discrimination.

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 or other genders
- children from disadvantaged backgrounds.

Principle 6: We seek advice and guidance

People affected by a policy or activity should be 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 or other genders
- people of all sexual orientations

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 or other genders

- people of all sexual orientations

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: Data

Each year we formulate and publish specific and measurable objectives, based on the evidence we have collected and published, in relation to

- disability
- ethnicity, religion and culture
- gender
- disadvantaged

We recognise that the actions resulting from a policy statement such as this will have an impact if we set ourselves challenging and measurable objectives to demonstrate this commitment.

The Curriculum

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

Ethos and Organisation

We ensure the principles listed above apply to the full range of our policies and practices, including those that are concerned with:

- pupils' progress, attainment and achievement
- pupils' personal development, welfare and well-being
- teaching styles and strategies
- admissions and attendance
- staff recruitment, retention and professional development
- care, guidance and support
- behaviour, discipline and exclusions
- working in partnership with parents, carers and guardians
- working with the wider community
- safeguarding children in education

Addressing Prejudice and Prejudice-related Bullying

The school is opposed to all forms of prejudice which stand in the way of fulfilling the legal duties referred to above:

- prejudices around disability and special educational needs
- prejudices around racism and xenophobia, including those that are directed towards religious groups and communities, for example antisemitism and Islamophobia, and those that are directed against Travellers, migrants, refugees and people seeking asylum
- prejudices reflecting sexism, homophobia, biphobia and transphobia.
- prejudices which may be the precursor to radicalisation and extremism.

There is clear guidance for teachers defining how prejudice-related incidents should be identified, assessed, recorded and dealt with.

We take seriously our obligation to report regularly to the local authority about the numbers, types and seriousness of prejudice-related incidents at our school and how they are dealt with. We also draw on the support of Northumbria Police and partner organisations.

Roles and Responsibilities

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.

The headteacher is responsible for the implementation, including 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.

All staff are expected to:

- promote an inclusive and collaborative ethos in their classroom
- deal with any prejudice-related incidents that may occur
- plan and deliver curricula and lessons that reflect the principles above
- support pupils in their class for whom English is an additional language
- keep up-to-date with equalities legislation relevant to their work.

Information and Resources

We ensure that the content of this policy is known to all staff and governors and, as appropriate, to all pupils and their parents and carers.

All staff and governors have access to a selection of resources and training which discuss and explain concepts of equality, diversity and community cohesion in appropriate detail.

Religious observance

As a school we respect the religious beliefs and practices of all staff, pupils and parents, and comply with reasonable requests relating to religious observance and practice, and the withdrawal from such acts within school.

Staff development and training

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

Breaches of the policy

Breaches of this policy will be dealt with in the same way that breaches of other school policies are dealt with, as determined by the Headteacher and Governing Body.

Monitoring and Evaluation

We monitor and record any incidents of policy breaches.

We monitor progress and attainment across a broad range of criteria to ensure that no particular group is demonstrating disadvantage. Where this occurs we will analyse the data to see how we can reduce any differences.