

St. John's C.E. Primary School



Our Vision Statement

Shine like stars

Through God's love, we will flourish and develop our gifts in our nurturing community, as we strive to be an inspiration to all.

Your light must shine before people, so that they will see the good things you do and praise your Father in heaven.'
Matthew 5:16

Policy: Equality and Diversity Policy

Reviewed: May 2023

Future Review: July 2025

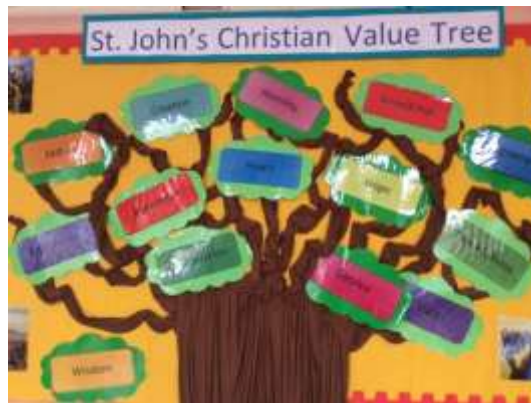
Equality and Diversity Policy

1. Our Vision and Aims for Equality and Diversity

St John's C.E. Primary School is committed to promoting equality and diversity within our staff, governor, pupil and stakeholder communities to ensure that established principles of inclusivity are embedded throughout the school.

At St John's C.E. Primary School we follow our Christian Values:

- we will treat everyone fairly and celebrate difference.
- we will be inclusive and meet the needs of all our members of the school community, and learn through enjoyment.
- we will help the children understand the World they live in and to develop mutual respect for the beliefs and values of others.



2. Defining Equality and Diversity - legislation and guidance

Equality is ensuring individuals or groups of individuals are not treated differently or less favourably, on the basis of their specific protected characteristics, including areas of race, gender, disability, religion or belief, sexual orientation and age.

Promoting equality should remove discrimination in all of the aforementioned areas. Bullying, harassment or victimisation are also considered as equality and diversity issues.

Diversity aims to recognise, respect and value people's differences to contribute and realise their full potential by promoting an inclusive culture for all staff and pupils.

Culture is about the way we behave towards one another – governors, all employees, parents, pupils and the whole school community. It is about how we treat one another and respect our differences. Promoting diversity and a diversity friendly culture helps to create a more productive school community.

- 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.
- we welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.

3. Purpose of the Policy – Our Objectives

We believe it is our responsibility to promote equality and diversity. We see all learners and 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.

We place the learners' needs at the centre of all decisions involving them. We recognise and respect difference and promote respect for difference and diversity through the school's vision, ethos and values.

Treating people equally does not mean 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:

- special need and/or 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.

At St John's we value fairness and justice. We will challenge and eliminate unlawful discrimination, personal prejudice and stereotypical views whenever they occur within the school and its community. We foster positive attitudes and relationships, and a shared sense of cohesion and belonging. We respect the religious beliefs and practice of all staff, pupils and parents, and comply with reasonable requests relating to religious observance and practice.

We ensure that all recruitment, employment, promotion and training processes are fair to all.

4. Roles and responsibilities

All of the school community must implement this policy and promote an inclusive and collaborative ethos in the school. The headteacher/SMT are responsible for ensuring all staff are aware of their responsibilities. Appropriate training and support will be provided as necessary so that relevant members of staff can:

- teach about all cultures and include BAME (Black, Asian and Minority Ethnic) within the curriculum
- provide opportunities for a variety BAME experiences such as educational visits, speakers (including staff and pupils), books etc.
- deal with any prejudice-related incidents that may occur
- plan and deliver the curriculum to promote equality and diversity
- support pupils in their class for whom English is an additional language
- keep up-to-date with equalities legislation relevant to their work.

- 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. Jonathan Dean is the named Governor for Equality and Diversity.

We observe good equalities practice in staff recruitment, retention and development.

5. Racial Equality

The school will:

- promote equality of opportunity regardless of race, ethnicity of religion
- regularly analyse data and address any differences in achievement for ethnic groups
- embed BAME (Black, Asian and Minority Ethnic) into our curriculum
- not tolerate any forms of racism or racist procedures
- deal promptly and effectively with any form of racism and/or racial discrimination that may arise
- encourage good relationships between people of different race and ethnic groups
- educate pupils in a manner which promotes community cohesion in a multi-cultural society
- make the school welcoming to all

6. Disability non – discrimination (see *accessibility plan*)

The school will:

- provide an environment that allows disabled children and adults full access to the school building and all areas of learning.
- value and include all pupils, staff, parents and visitors regardless of their educational, physical, sensory, social and emotional needs
- modify teaching and learning as appropriate for those who have a disability so that they are able to fully access the curriculum

7. Gender equality

The school will:

- recognise that nationally there is an unacceptable discrepancy in the achievement of boys and girls and commit to seeing all individuals and groups of pupils making the best possible progress
- regularly analyse data and address any inequalities between girls and boys with interventions etc.

8. Sexual Orientation

At St John's Primary School we will ensure that no person is treated more or less favourably based upon their sexual orientation - either through recruitment processes, access to training and development or promotion opportunities.

We will not tolerate the use of negative language around sexual orientation used, either by children or adults working in the school or our community.

9. Bullying and Diversity Incidents

Pupils

St John's C.E. Primary School believes all pupils should be safe and feel valued for themselves, whatever characteristics they may have. Bullying and harassment of pupils, staff, parents and visitors by pupils is unacceptable. Incidents will be logged, investigated and appropriate actions taken to prevent future incidents (also see the school's Anti-bullying Policy).

Staff and Governors

St John's C.E. Primary School view any form of discrimination undertaken by adults as serious acts of misconduct. Any such breaches could result in disciplinary action being taken and in the case of harassment, might need to call for police involvement.

10. Fostering good relations

St John's C.E. Primary School aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- promoting tolerance, respect, friendship and understanding of a range of religions and cultures through different aspects of the curriculum. This includes teaching in RE, citizenship and personal, social, health and economic education (PSHEE), relationship education (RE) history and any other area of the curriculum as relevant and appropriate.
- looking for opportunities in collective worship to focus on good relations.
- building and nurturing strong relationships with parents and the wider community.
- encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school.
- continuing to develop links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop the school's approach.

11. Breaches of the policy

We are committed to our obligations under the Equality Act 2010 and comply with non-discrimination provisions, and where relevant, policies include reference to the importance of avoiding discrimination and other prohibited conduct and to advancing equality.

Staff and governors are regularly reminded of their responsibilities under the Equality Act, for example during meetings, and this is recorded in the minutes. Staff receive training on the Equality Act every 2 years.

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 Headteacher and Governing Body. St John's C.E. Primary School takes all complaints seriously; where a complaint is related to equality and diversity, the school procedure for dealing with complaints will apply. Complaints should be made to the Headteacher or Chair of Governors.

12. Monitoring and review

We collect, study and use quantitative and qualitative data, such as staff questionnaires annually. We also analyse employment patterns in relation to the implementation of this policy, and make adjustments as appropriate. In particular we collect, analyse and use data in relation to achievement, broken down as appropriate according to disabilities and special educational needs; ethnicity, culture, language, religious affiliation, national origin and national status; and gender. At St. John's Primary School, we regularly ask parents to complete questionnaires also and use this data to make changes as necessary.

We review the data and have Pupil Progress meetings termly. We update the aims and information in this policy annually, and as required.