

# Equality and Diversity Policy

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## **1. Introduction**

Paddox Primary School is committed to providing a safe and caring environment, where children are free from discrimination and protected from abuse, harm and radicalisation. As part of this commitment we aim to ensure that the school is not used to promote extremist beliefs or discriminatory views.

## **2. What is Equality of Opportunity?**

Respect for all human beings implies equal opportunities for all and this links with our well-established school vision of REACH – Respect, Encourage, Achieve, Care and Hard work – where we aspire to excellence for the whole community, celebrating the strengths and unique qualities of every member of the school.

Equal opportunity is about equal rights, the entitlement of each member of the school community to receive a broad, balanced, differentiated relevant education, regardless of race, gender, age, cultural heritage or abilities. (WCC) Compliance with the Equality Act 2010 is the responsibility of all members of staff. Paddox Primary School does not condone any act of direct or indirect discrimination, harassment or victimisation.

All children must be provided with the same opportunities in aspects of school life. Unfair discrimination in any shape or form, direct, indirect, personal or institutional on the grounds of gender, cultural heritage, different physical or mental abilities has no place in society and must be challenged and positively countered in the education service, wherever, whenever and however it occurs. (WCC)

## **3. Aims**

- To promote and reflect the spiritual, social, moral, cultural, mental and physical development of all pupils within the school and of the wider community.
- To fulfil all the legal requirements of the Equality Act 2010.
- To encourage an awareness of their responsibilities as citizens towards the community and society, nationally and internationally.
- To provide a broad, balanced curriculum relevant to each child's needs, covering gender, ability (mental and physical) and multicultural issues.
- To foster an environment so that cultural diversity and positive attitudes are actively promoted, helping to secure equality of opportunity for all pupils and raising awareness to the nine protected characteristics. (Age; disability; gender reassignment; marriage and civil partnership; pregnancy and maternity; race; religion or belief; sex; sexual orientation).
- To achieve a high quality of education for all.
- To combat any form of prejudice that may occur.
- To give every child an equal opportunity to participate in all aspects of school life as far as they are able. This being limited by their own ability and capability, not by physical surroundings.

#### **4. Education for Citizenship**

The richness and diversity of culture that we now enjoy as our heritage, providing a unique opportunity to share, respect, understand, appreciate and value the ways of others and their various responses to life, both in the past and in the present.

The primary objective of Paddox Primary School is to educate and prepare all of the children, whatever their gender, culture, origin or ability so that they develop an awareness of their future responsibilities as citizens towards the community and society, nationally and internationally. To achieve this, in addition to our aforementioned school REACH values, we embed five key 'life' skills into our curriculum, known to the school community as the Golden Threads;

- Oracy
- Resilience
- Global Citizenship
- Sustainability and Digital Technology
- Collaboration

We aim to foster a secure, happy, welcoming and caring environment where we can work and play in harmony with concern for the emotions of others irrespective of race, religion, gender, age or ability so that cultural diversity and positive attitudes are actively promoted.

#### **5. Diversity and Identity**

Paddox Primary School welcomes diversity as an enhancement of our experience and look for similarities while celebrating differences. For further clarification see Appendix 1.

We respect all children as individuals with their own abilities, difficulties and attitudes combating any form of prejudice and stereotyping that may occur. We aim to help each child to develop a sense of identity which is:

- Confident, strong and self-affirming
- Open to change, choice and development
- Receptive and generous towards others and prepared to learn from them

In order to support the development of cultural and personal identities, the culture of the home should be integrated with the culture of the school and not seen as a separate entity. "The curriculum should reflect many elements of that part of life where a child lives outside school". (Bullock Report) Parents, friends and experts are invited into school to tell us about, and share with us, their experiences, way of life and culture. These visits are always monitored by staff to protect the children against extremist views, particularly radicalisation.

The festivals and special occasions of all major cultures and religions are celebrated, along with British traditions, at appropriate times throughout the year. This is to give a

world view and to demonstrate the contributions made by everyone to the society we all live in and share.

Pupils will be encouraged to develop a positive attitude towards all members of the community, valuing the unique insights that everyone can bring. Sensitive consideration is given to requests from parents/carers that their children be withdrawn or taught separately for some lessons, for religious or cultural reasons.

## **6. Admission**

The school follows the Local Authority Admission Policy which does not permit gender, race, colour or disability to be used as a criteria for admission.

## **7. Registration**

Children's names should be accurately recorded and correctly pronounced. Pupils should be encouraged to accept and respect names from other cultures.

## **8. The Curriculum**

All pupils must have access to the school's curriculum. The curriculum must be balanced, broad, objective, sensitive and relevant to each child's needs to ensure high quality education for all. Staff are constantly aware that their own expectations affect motivation, achievement, behaviour and status of each pupil.

For more information about how the curriculum provides equal opportunities for all, please see the Paddox Curriculum Policy.

## **9. Resources**

Whenever possible, staff will ensure that the resources used in all curriculum areas are multicultural and non-sexist, containing positive images of all groups. Variety should be evident in the morals, stories and information offered to children.

Topic books are available giving information about similarities and differences between cultural groups.

Books, illustrations and learning materials are chosen to avoid stereotyping and bias, but which give a fully representative view of our local society and the wider world. Displays, artefacts and resources including pupils' work should reflect and promote positive images of our multi-cultural society. For further details on Roles and responsibilities please see Appendix 2.

## **10. Language and Bilingualism**

Paddox Primary School views linguistic diversity positively and staff should be aware of the language and dialect spoken by children and their families. Children and staff must feel that their language and dialect is valued.

The school promotes and supports bilingualism and the preservation and learning of mother tongues and sees them as positive assets. The school encourages language awareness and the development of an interest in languages. The school has two members of staff who collaborate to ensure this is established; the EAL co-ordinator and the MFL Lead.

Language awareness is encouraged through the use and display of other languages and scripts eg. Greetings; numbers; songs; newspapers, bilingual books; story tapes, notices. An interest in the origins of English words is encouraged.

Staff should be conscious of any racist or sexist connotations in the language they themselves use. All support staff including those who are employed to assist bilingual/multilingual pupils work together with the class teacher and play a full part in classroom management.

Children should be grouped together when working collaboratively so that they experience a diversity of perspectives and viewpoints. Where necessary work is made intelligible by context and through practical tasks and activities so that learning does not depend completely on the knowledge of English.

Where necessary, staff support pupils to access the English language if it is not their first. Pupils can take part in additional interventions – during this, they have an opportunity to teach phrases of their home language to a supporting adult, which establishes a shared enjoyment of the pupils' first language.

## **11. Dealing with Incidents**

At Paddox Primary School we endeavour to ensure that the standards of behaviour, restrictions on pupils, school rules and disciplinary methods apply evenly to all pupils. Any racism, name calling etc whether by children or adults who come to the school will not be ignored or neglected. They will be dealt with promptly and appropriately. If a child shows discrimination in any way it will be discussed with him/her and if necessary he/she will be firmly reprimanded in line with school guidelines on discipline. The victim will also be offered support.

Remarks and actions which would cause distress to others are discouraged, problems discussed and difference explained.

All forms of discrimination by any person within the school are to be treated seriously. A careful note must be kept of such incidents, whether they take place in the

playground or in teaching areas or, increasingly online. It should always be made clear that such behaviour is unacceptable.

It is important that all staff are familiar with the formal procedures for recording and dealing with any incidents in relation to equality and diversity. Parents will be informed of any such incident.

## **12. Guidelines**

These specific guidelines are to be followed for recording and dealing with any form of incident in relation to equality and diversity:

- When an incident occurs the pupils involved should be dealt with in the first instance by the adult who has responsibility for them and who has first-hand information about the incident.
- Each child involved should be given time to explain exactly what has happened.
- It should be made clear to the perpetrator that such behaviour is unacceptable in the school and why.
- If necessary they should be removed from the immediate area
- The incident must be logged on a pink form and given to the Deputy Headteacher and the Headteacher should always be notified by the adult dealing with the incident. Time, place and all other relevant information must be recorded. The class teacher should also be made aware if he/she has not already been involved.

The incident should be recorded on the school management information system. If the Headteacher deems it necessary or if there are subsequent incidents the parents should be informed and invited to an interview.

All procedures and strategies should be carried out with the aim of not only correcting the behaviour but also to support the victim.

## **13. Staff Appointments and Training**

When making new appointments to the staff, the school will ensure equality of opportunity for all. The school values diversity amongst the staff. In all staff appointments the best candidate will be appointed based upon the job description and person criteria.

Governors are aware of and adhere to safer recruitment practices and procedures. The governing body will try to ensure that its own membership is representative of the community it serves.

## **14. Review and Development**

This policy will be reviewed every 4 years. More frequent reviews may be necessary during that time to reflect local and national changes.

This policy and all associated procedures apply to all staff (including volunteers and students on placement), all pupils and all visitors and should be read in conjunction with the following policies:

Anti-Bullying Policy

Complaints Toolkit

E-Safety and Acceptable Use Policy

Health and safety Policy

Attachment Aware behaviour Policy

Off-Sites visit Policy

Privacy Policy

Recruitment and selection policy

Restrictive Physical Intervention Policy

Safeguarding and Child protection policy

Whistle Blowing Policy.



# APPENDIX 1

## Further information about equality and diversity

### 1. Types of unlawful discrimination

- **Direct discrimination** occurs when someone is treated less favourably than another person because of a protected characteristic (age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex sexual orientation).
- **Discrimination by association** is direct discrimination against someone because they associate with another person who possesses a protected characteristic.
- **Perception discrimination** is direct discrimination against an individual because others think they possess a particular protected characteristic. It applies even if the person does not actually possess that characteristic.
- **Indirect Discrimination** occurs when a condition, provision, policy, or practice applies to everyone but particularly disadvantages people who share a protected characteristic and it cannot be shown to be a proportionate means of achieving a legitimate aim.
- **Discrimination arising from disability** occurs when you treat a disabled person unfavourably because of something connected with their disability and cannot justify such treatment. Discrimination arising from disability is different from direct and indirect discrimination.
- **Harassment** occurs when a person is subject to “unwanted conduct related to a relevant protected characteristic, which has the purpose or effect of violating an individual’s dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for that individual”.
- **Third-party harassment** occurs where, during the course of their duties, an employee is harassed by an individual or individuals who are not under the direct control of Arc School and the harassment relates to a protected characteristic.
- **Victimisation** occurs when an individual is subject to a detriment because they have made an allegation of, or given evidence about, the treatment of any individual (including themselves) who has been subject to any of the above.

Any individual making allegations of a false, malicious or vexatious nature would not be protected against victimisation and will be subject to disciplinary action.

## APPENDIX 2

### Roles and responsibilities

The designated senior member of staff with overall responsibility for all equality and diversity matters at Paddox Primary School is the Headteacher.

The role of the Designated Person is to:

- Create an environment in which all members of the community are expected to treat one another with mutual respect, dignity and tolerance.
- Ensure that Paddox Primary School complies with equality legislation;
- Ensure all policies, practices and procedures, associated with equality and diversity, including admissions, curriculum, recruitment and selection are implemented
- To make effective and reasonable adjustments where appropriate to meet the individual needs of staff, young people and others who may have business with Paddox Primary School;
- Ensure that all staff are aware of and follow Paddox Primary School's policy; and receive appropriate equality and diversity training, in accordance with their roles and responsibilities
- Take 'all reasonable steps' to prevent discrimination, harassment and victimisation from taking place;
- Take responsibility for recording, managing and analysing incidents of discrimination, harassment, and victimisation in accordance with Paddox Primary School's policies, procedures and guidance.

It is the responsibility of all staff to:

- Treat colleagues, young people and visitors with dignity and respect; and avoid behaving in any manner that may give rise to claims of discrimination, harassment, or victimisation
- Support and participate in any measures introduced to promote equality and diversity
- Actively challenge discrimination and disadvantage in accordance with their responsibilities
- Report any issues associated with equality and diversity in accordance with this policy.

It is important to appreciate that an employee is **personally responsible** for their own acts of discrimination, harassment or victimisation carried out during their employment, whether or not the employer is also liable.

Any attempt to instruct, cause or induce another person to discriminate, harass or victimise a third person will also amount to unlawful discrimination and any employee caught doing so will be subject to disciplinary action.