

Oxspring Primary School

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'Learn, Endeavour, Aspire, Respect, Nurture'

Equality and Diversity Policy



Oxspring Primary School
Equality and Diversity Policy

Our Vision

‘Embracing Learning – a school for all’

Our School’s Mission

‘To be a learning community with a culture of ambition and achievement’

Our Values



INTRODUCTION

The ethos promoted at Oxspring Primary School is one that wholeheartedly promotes equality of opportunity for all members of the school community. The policies and procedures of the school clearly outline the expectations for staff, pupils, governors, parents and visitors to behave in a way that at all times demonstrates mutual respect, encouragement and understanding for everyone regardless of their gender, race, ability, age, nationality, religion, ethnicity or cultural origin.

Indeed every child, and adult, really does matter.

Discrimination can manifest itself in many forms. It can be conscious, unconscious, institutional, cultural, gender specific or the result of ignorance. Any form of discrimination will not be tolerated at Oxspring Primary School and positive steps will be undertaken to promote equality of opportunity, tolerance, understanding and knowledge.

Legal Framework

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, maternity and pregnancy), sexual identity, religion and beliefs.

2. We welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.
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.

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 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 or 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) does not necessarily involve treating them all the same. Our policies, procedures and activities must not discriminate but must nevertheless take account of difference of life experience, outlook, background and in the kinds of barrier and disadvantage which people may face in relation to:

- Disability – so that 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, men and women, are recognised
- Religion, belief or faith background – so that people of all faiths and those of none are respected
- 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 promote:

- Positive attitudes to disabled people. Good relationships 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 incidents
- Mutual respect and good relations between boys and girls, men and women, and an absence of sexual and homophobic bullying

Principle 4 – We observe good practice in relation to equality when dealing with staff recruitment, retention and development

We ensure that policies and procedures should benefit all employees and potential employees in recruitment, promotion and continuing 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 exist between:

- Disabled and non disabled people
- People of different ethnic, cultural and religious backgrounds
- Girls and boys, men and women

Principle 6 – We consult and involve widely

We aim to 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. These groups and individuals include:

- Disabled and non disabled people
- People of different ethnic, cultural and religious backgrounds
- Girls and boys, men and women
- Homosexuals and heterosexuals

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 and non disabled people
- People of different ethnic, cultural and religious backgrounds
- Girls and boys, men and women
- Homosexuals and heterosexuals

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 7). 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.

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.

Addressing prejudice and prejudice-related bullying

Oxspring Primary 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

- Anti-Semitism and Islamophobia, and those that are directed against
- Travellers, migrants, refugees and people seeking asylum
- prejudices reflecting sexism and homophobia.

We have a duty to keep a record of any prejudice-related incidents and, if requested, provide a report to the local authority about the numbers, types and seriousness of prejudice-related incidents at our school and how they are dealt with.

DEALING WITH RACIAL INCIDENTS

Definitions:

Racial Incident

A racial incident is defined as 'an incident that is perceived to be racist by the victim or any other person or persons.'

Racial Harassment

Racial harassment is defined as 'any form of behaviour that has the effect of intimidating, humiliating and / or undermining the confidence of a person or group of people due to their colour, nationality or ethnic group.' Racial harassment may include:

- Oral abuse
- Physical abuse
- Derogatory comments and / or jokes
- Written abuse, including graffiti and the display of offensive material
- Differential treatment

Recording and Investigating Racist Incidents

Should a racist incident occur, we will act immediately to prevent any repetition of the incident as follows:

1. The Headteacher or Assistant Headteacher will deal with the matter.
2. If the incident happens at lunchtime the children involved will be kept apart from each other, and a report made immediately to the Head or Assistant Head or the next senior member of the SLT.
3. The incident will be reported on an incident form
4. All persons concerned with the incident will be interviewed
5. No excuses will be accepted for a racist action whatever the provocation
6. If the case is found proven against a child, the child will be warned as to future conduct, will be punished in an appropriate manner with the incident logged. Parents will be informed by telephone
7. A second incident will result in the parents of the offending child being informed in writing
8. A third incident will result in an exclusion, severity dependent upon the nature of the incidents and time lag between the first and third incident
9. A termly report of any incidents will be made to the Authority.

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.

A member of the governing body has a watching brief regarding the implementation of this policy.

The Headteacher is 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.

The Headteacher and Assistant Headteacher have day-to-day responsibility for co-ordinating the implementation of the policy.

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 curriculum 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 which discuss and explain concepts of equality, diversity and community cohesion in appropriate detail.

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.

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.

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 Headteacher and governing body.

Monitoring and review

We collect, study and use quantitative and qualitative data relating 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.

N.B. This policy should be read in conjunction with non statutory advice from the Department for Education (February 2013) which has been produced to help schools to understand how the Equality Act affects them and how to fulfil their duties under the Act.