



Equality and Diversity Policy

Introduction:

East Boldon Infant School is a welcoming and caring school, where the majority of pupils come from professional families in an area which is economically and socially advantage. The majority of pupils are of white origin, with a small percentage coming from other ethnic backgrounds. Our whole school ethos is based on valuing and respecting every individual. We aim to provide a safe, secure and happy environment which is free from bullying, harassment and prejudice to enable everyone to reach their full potential. We are committed to providing social inclusion and equality of opportunity for all.

Our understanding of equality of opportunity:

Equal opportunities is, above all, about equality of access. We consequently aim to create a school community characterised by fairness and justice, safeguarding and promoting the welfare of all pupils. Equal Opportunities is also about celebrating diversity within the school and the wider community thereby ensuring that individuals and groups are recognised and valued.

Equality of opportunity is vital if the whole school community is to maximise their potential. Factors such as age, disability, gender, marital status, race, religion and sexual orientation should not dictate an individual's opportunities. Further more, equality of opportunity allows us to make life choices and to develop talents thereby ensuring no one is disadvantaged or discriminated against.

Equal opportunities is entrenched in everything we do and should be addressed and embraced by everyone.

Aims and objectives:

As a result of this policy we will:

- ensure that all members of the school community feel safe, secure and happy
- ensure that equality of access to all aspects of school life exists for everyone
- actively develop the self-esteem and the self-respect of all members of the school community
- ensure that educational provision is relevant and accessible to our increasingly diverse society
- actively challenge all forms of bullying, harassment, prejudice and stereotyping
- ensure that the curriculum actively promotes equality of opportunity regardless of age, disability, gender, race, religion and belief, and sexuality
- actively engage the support and the commitment of the whole school community in achieving the above aims.

Relevant legislation and best practice advice:

In drawing up this policy, consideration has been given to the following Acts of Parliament and documents:

- 1975 Sex Discrimination Act
- 1976 Race Relations Act
- 1985 Swann Report into the Education of Minority Ethnic Children

- 1988 Education Reform Act
- 1995 Disability Discrimination Act
- 1998 Human Rights Act
- 2000 Race Relations (Amendment) Act
- 2000 Learning for All, published by the Commission for Racial Equality
- 2001 Special Educational Needs and Disability Act
- 2001 Special Needs Code of Practice
- 2002 Statutory Code of Practice on the Duty to Promote Race Equality
- 2003 Employment Equality (Religion, Belief and Sexual Orientation) Regulations
- 2005 Disability Discrimination Act
- 2006 Equality Act
- 2006 Employment Equality (Age) Regulations
- 2008 QCA Curriculum Guidance for the Foundation Stage
- 2010 Equality Act
- Guidance on Social Inclusion (e.g. Circular 10/99 on pupil attendance, behaviour, exclusion and re-integration).
- Keeping Children Safe in Education (July 2015)

Guidelines, Disability/SEN:

Pupils with disabilities/learning difficulties/special needs, including gifted and talented will:

- have the opportunity to access all the facilities and the resources available within the school
- have a fully integrated education alongside other pupils
- be given, if necessary and as far as resources permit, additional support to ensure that they fulfil their potential
- be provided with an education appropriate to their age, aptitude and ability
- have access to the same broad, balanced and relevant curriculum as other pupils

As a school we will ensure that:

- detailed records are kept of the academic progress being made by pupils with disabilities/learning difficulties/special needs, including gifted and talented
- staff work in partnership with parents and carers to ensure that all pupils with disabilities/special needs/learning difficulties, as well as gifted and talented pupils will benefit fully from their time spent in school
- resources are targeted and utilised to ensure pupils with disabilities/special needs/learning difficulties/gifted and talented fulfil their potential
- early intervention, target setting and regular monitoring of pupils with disabilities/special needs/learning difficulties/gifted and talented is routine practice
- appropriate use is made of local authority support services to ensure that pupils with disabilities/special needs/learning difficulties/gifted and talented fulfil their potential
- the early identification of pupils with emotional and behavioural difficulties takes place. Appropriate interventions will be implemented to try to ensure such difficulties do not lead to underachievement, dissatisfaction and/or exclusion.

Guidelines, Gender:

As a school we will ensure that:

- Registers will not separate boys from girls because pupils will be listed alphabetically
- All pupils will have equal access to all curricular opportunities and activities
- Boys and girls are expected to perform equally well in all subjects and activities, and we will monitor pupil achievement and participation to ensure that any gap in learning between boys and girls is addressed through the educational provision

- All pupils will be expected to work together in a constructive and positive manner
- Boys do not dominate such things as the playground, the climbing apparatus, the construction toys or the computers, and that girls do not dominate such things as the home corner or the dressing-up clothes
- New resources will be vetted to ensure that they show girls, boys, women and men involved in a diverse range of non-stereotypical roles and activities, thereby challenging stereotyped ideas about what females and males can and should do
- When appropriate, stories and poems which challenge gender stereotypes will be read in class and during acts of collective worship
- Pupils will be discouraged from using sexist language and commended when they challenge such language
- The same standards of behaviour are expected from boys and girls.

Guidelines, Race:

As a school we will ensure that:

- As appropriate, the curriculum will celebrate cultural diversity and promote racial harmony
- When appropriate, pupils will have opportunities to discuss bullying and prejudice, and things that people share in common as well as things that make us different and special
- Every year, lessons and activities will be arranged linked to a variety of festivals reflecting our diverse society
- Resources will portray members of different cultural and ethnic groups in ways which are positive and non-stereotypical
- Accurate information will be kept about the ethnic origin, first language and religion of all pupils (as provided by parents/carers)
- The entrance will display a Welcome poster in many different languages
- The dietary needs of all pupils will be met
- Members of all cultural and ethnic groups will be welcomed and valued
- Racist incidents will be dealt with in an effective and consistent manner
- Staff will be encouraged to take part in training to deepen and broaden their understanding of issues to do with race equality

Guidelines, Age, Belief, Religion and Sexuality:

As a school we will ensure that:

- All pupils will be expected to work together in a constructive and positive manner
- Pupils will be discouraged from using inappropriate language that makes fun of people because of their religion, beliefs, age or sexuality. Pupils will be commended when they challenge such language and will be reminded of the negative effects of stereotyping based on age, belief, religion or sexuality
- Appropriate use will be made of Local Authority support services to ensure that all pupils fulfil their potential
- Lessons will be used to value and celebrate diversity whether that diversity is based on age, belief, religion or sexuality
- Pupils will have the opportunity to learn about the harmful effects of prejudice, religious prejudice, ageism, homophobia and stereotyping
- New resources will portray people of all ages, beliefs and religions in ways which are positive and non-stereotypical
- All pupils will be able to dress and to worship in ways which do not conflict with the religious conventions of the home
- People will be welcomed and valued no matter their age, belief, religion or sexuality
- All incidents of bullying and harassment, including bullying and harassment based on age, belief, religion or sexuality, will be dealt with in an effective and consistent manner

- As a school we are committed to the early identification of pupils with emotional and behavioural difficulties, and we will take appropriate actions to try to ensure such difficulties do not lead to underachievement, dissatisfaction and/or exclusion and do not negatively affect their peers.

All pupils, irrespective of age, belief, religion or sexuality:

- will have access to the same broad, balanced and relevant curriculum
- will have access to all the facilities and the resources available within the school
- will be involved in decisions made about their care and education
- will have opportunities to learn how people have challenged, or can challenge, discrimination and stereotyping based on age, belief, religion or sexuality.

Guiding Principles

The following principles have been taken from a specimen policy provided by the former DCFE. They remain pertinent and we at East Boldon Infant School will make reference to them when agreeing policy implementation and change across all aspects of the life of the school.

Principle 1: All learners are of equal value

All learners and potential learners are of equal value and benefit equally from school policies, practices and programmes, whatever their ability, background, gender or cultural identity.

Principle 2: Relevant differences are recognised

Treating people equally can mean treating them differently. Policies, practices and programmes do not discriminate, but may be differentiated to take account of differences of life experience, outlook and background, and in the kinds of barrier and disadvantage which people may face.

Principle 3: We foster positive attitudes, relationships and a shared sense of belonging

Policies, practices and programmes promote:

- positive attitudes and interactions
- mutual respect and good relations
- an absence of harassment or prejudice-related bullying between people of different ability, background, gender or cultural identity.

Principle 4: Equality of opportunity determines staff recruitment, retention and development

Policies and procedures benefit all employees and potential employees in recruitment, professional development and promotion. Steps are taken to positively promote equality, especially where there is evidence of inequality.

Principle 5: Current inequalities and barriers are addressed and reduced

In addition to avoiding or minimising possible negative impacts of policies, we take opportunities to maximise positive impacts by addressing, reducing and removing inequalities and barriers that already exist between people of different ability, background, gender or cultural identity.

Principle 6: Policy development involves widespread consultation and involvement

People affected by a policy are consulted and involved in the design of new policies, and in the review of existing ones. Such consultation is both direct and through representative organisations, and is based on principles of transparency and accountability. It involves those who in the past have been excluded or disadvantaged, and who continue to face barriers.

Principle 7: Society as a whole benefits

Policies benefit society as a whole, locally, nationally and internationally, by fostering greater cohesion and greater participation in public life of people of different ability, background, gender or cultural identity.

Monitoring and Evaluation:

Staff and Governors will monitor the Equality and Diversity Policy annually. Three years following its adoption, the Governing Body will decide whether the policy needs amending in the light of new legislation and/or best practice advice.

Date Policy Agreed: March 2017

Date of Policy Review: March 2020