

# **St. Luke's C.E (Aided) Primary School**



## **Equality and Diversity Policy 2022-2023**

## **The purpose of an Equality and Diversity Policy**

At St. Luke's C.E (Aided) Primary School we work together to provide a safe, caring and stimulating environment, where everyone feels valued, is encouraged to develop positive self-esteem and to meet their potential. The purpose of the Equality and Diversity Policy is to have clear guidelines for this to happen.

At St. Luke's we aim to promote a positive understanding of diversity and to provide a framework to ensure that all people are treated with dignity and respect. St. Luke's C.E (Aided) Primary School has relatively few families from ethnic minority groups, with disabled members, or from areas of deprivation, therefore we provide experiences to prepare pupils for a life in a diverse society. We recognise that discrimination of any nature is both damaging for the individuals who are subjected to it, and for the school as an organisation, as it prevents the full contribution of everyone. This policy has full regard to equal opportunities in the light of its statutory responsibilities under the Sex Discrimination, Disability Discrimination, Race Relations and Race Relations Amendment Acts, and the sexual orientation, religious and age regulations

At St. Luke's we think that equal opportunities should permeate all aspects of school life, and is the responsibility of every member of the school community.

The implementation of the policy is the responsibility of all individuals within the school community. The responsibility for keeping the issue of equal opportunity at a high level of priority at all times and in all areas, is the duty of the Senior Leadership Team.

In the context of the school the most appropriate definition is that:

Equal opportunity is the right of everyone to equal chances. Each individual is respected for who they are with difference being respected and celebrated.

This definition seeks to underline the school's values and commitment to tackling discrimination and providing equality of opportunity to all.

### **St. Luke's Statement of values**

- Every individual is valued and respected
- Differences are seen positively
- The importance of language and culture to a person's sense of identity and belonging is recognised
- The views of all sections of the school community are valued
- A positive understanding of diversity will be promoted

### **Aims**

- Adverse/unfair discrimination of any kind will not be tolerated
- All people in the school organisation are helped to develop their full potential regardless of race, gender, class, disability, religion, age or sexual orientation
- Rights and responsibilities are seen as important by everyone and for everyone
- The school community is supportive, developmental and part of the wider community
- The school values and appreciates the diversity of all members of our community

### **Entitlement**

The school considers the views and needs of all its parents, staff and pupils. This includes clearly explaining what the school is doing and why, communicating both formally and informally with different groups and involving them in all aspects of school life.

### **For pupils**

- All pupils have equal access to the full curriculum and extra-curricular activities
- Every pupil is offered the support and guidance needed
- The achievement and progress of all pupils and groups of pupils are valued and celebrated
- Attitudes towards and expectations of all groups of children are equal
- Opportunities are given for all to share their experiences and cultural beliefs

- Pupils learn to appreciate the multicultural diverse society in which they live and learn and have the courage to challenge discrimination and prejudice in all their forms
- Pupils learn to understand the complex nature of society and the world in which they live and the interdependence of individuals, communities and ethnic and cultural groups

#### For **staff**

- Recruitment and selection procedures are consistent with the statutory race relations Code of Practice in Employment and all other equalities legislation, and these procedures are followed rigorously by everyone involved
- Equalities monitoring of staff is carried out
- Staff receive training on equality issues annually
- Appropriate professional development opportunities are identified and provided for all
- All staff share common responsibility for promoting the school's diversity policy, and have particular responsibility in relation to the delivery of the curriculum

#### For **parents**

- All parents are regularly informed of their child's progress
- All parents are actively encouraged to participate in the life of the school
- Practical issues of access to the school or information about the school in relation to their child will be addressed as needed.

#### For **governors**

- People from ethnic minorities, and other under-represented groups, are encouraged to become school governors
- Governor support is appropriate and adequate for all governors
- Governors receive training to update their understanding of equal opportunities and all equality issues

#### **Learning Environment**

- At St. Luke's everyone is made to feel welcome.
- The displays around the school are of high quality and reflect diversity across all aspects of equality of opportunity.

- Our planning takes account of the differing needs of pupils and their progression.
- There are high expectations of all pupils regardless of age, gender, ethnicity, ability or social background.
- All pupils are encouraged to improve on their own achievements and not to measure themselves against others. Parents are also encouraged to have this view.
- The adults in the school provide good, positive role models in their approach to all issues relating to equality of opportunity.
- The school places a very high priority on the provision for special educational needs and disability. We aim to meet all pupils' learning needs including the more able.
- We provide an environment in which all pupils have equal access to all facilities and resources.
- A range of teaching methods is used throughout the school to ensure that effective learning takes place for all pupils.
- We believe that home languages should be celebrated and respected.
- When organising groups for various activities, consideration is always given to the composition of the group, to provide a balance appropriate to the activity.
- Learning experiences across the curriculum will be inclusive and will actively include learning and resources that reflect the diverse society in which we live.
- All children will be supported through appropriate action and the provision of appropriate resources taking account of the different needs of pupils.
- We aim to provide first hand experiences for the pupils to encounter people from other cultures.
- We aim to provide good quality resources and materials that;

- reflect “the reality of an ethnically, culturally and sexually diverse society” (including staffing)
- reflect a variety of viewpoints
- show positive images of males and females in society including people with disabilities
- reflect non-stereotypical images of all groups in a global context
- include materials to raise awareness of equal opportunity issues
- are equally accessible to all members of school community consistent with health and safety
- do not include explicitly and implicitly racist, sexist, homophobic or ageist materials. Our materials seek to promote all areas of equality.

### **Language**

We recognise that it is important that all members of the school community use appropriate language which for example:

- does not transmit or confirm stereotypes
- does not offend
- creates and enhances positive images of particular groups
- creates the conditions for all people to develop their self esteem
- uses correct terminology in referring to particular groups or individuals eg Inuit rather than Eskimo, Native Americans rather than Red Indians.

### **Extra-curricular provision**

We provide equal access to all activities.

We will ensure that all members from outside organisations who have contact with children adhere to these guidelines.

### **Staffing and Staff Development**

We recognise the need for positive role models and distribution of responsibility among staff. This includes the access to pupils to a balance of male and female role models, as far as is possible at both key stages.

We undertake to encourage the career development and aspirations of all individuals.

It is our policy to provide staff with training and development bringing awareness of the needs of different groups of pupils in the various dimensions of equality of opportunity.

### **Parents and the Wider Community**

We aim to work in partnership with parents to help all pupils to achieve their potential

We wish to affirm our continuing commitment to reach out to other diverse groups within our immediate community and beyond.

### **Monitoring and Review**

Equality of opportunity is identified as an area requiring careful and ongoing monitoring.

The designated Leadership Group member is responsible for co-ordinating the monitoring and evaluation of the policy and will be responsible for:

- Leading discussions in designated staff meetings which will include support staff, to discuss issues of equal opportunities within the school community.
- Working closely with the Governor responsible for this area.

Monitoring the following will enable the school to see where equality of opportunity needs to be more intensely focused:

- The curriculum will be monitored to ensure there are a variety of learning activities that reflect the society in which we live
- SATs results

- Participation in extra-curricular activities
- Exclusions
- Continuous assessment of children's learning (Any disparities in the attainment and progress of any particular groups will be investigated and action taken)
- Racist, sexist and unacceptable behaviour incidents
- Results from screening for specific learning needs
- Attendance.
- The staff recruitment and selection process is monitored and reviewed to ensure that discrimination is not taking place and to identify examples of good practice.
- This policy will be reviewed every year and its effectiveness evaluated.
- Instances of harassment will be dealt with quickly and effectively.
- Racist/sex based language, or other actions which cause offence, will be challenged and recorded.
- The school will eliminate all practices which discriminate unfairly between pupils, staff, parents and governors.

## **Legislation**

We believe this policy should be a working document that is fit for purpose, represents the school ethos, enables consistency and quality across the school and is related to the following legislation:

- Disability Discrimination Act 1995
- SEN and Disability Act 2001 (SENDA)
- Children Act 2004
- Safeguarding Vulnerable Groups Act 2006
- Equality Act 2010

- Children and Families Act 2014
- Special Educational Needs and Disability (Detained Persons) Regulations 2015

The following documentation is also related to this policy:

- Equality Act 2010: Advice for Schools (DfE)
- Special Educational Needs and Disability Code of Practice: 0 to 25 Years. Statutory Guidance for Organisations Who Work With and Support Children and Young People with Special Educational Needs and Disabilities (DfE) and (DoH)
- Race Disparity Audit - Summary Findings from the Ethnicity Facts and Figures Website (Cabinet Office)