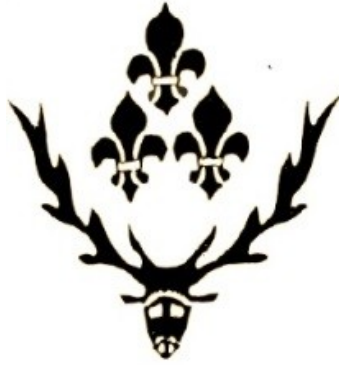


Giffards Primary School



Equality and Diversity Policy

School lead for this policy:	V Teager - AHT - Inclusion/DSL
Committee with oversight for this policy	FGB - Pupil Matters
Policy last reviewed	December 2023
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Signed -Chair of Governors	<i>Mr D Stubbings</i>
Signed - Headteacher	Mrs N Haslam-Davis

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Links with other policies

Although this policy is the key document for information about our approach to equality and Diversity in line with the Public Sector Equality Duty, we ensure that information about our responsibilities under the Equality Act are also included in our school improvement plans, self-evaluation reviews, the school prospectus, school website and newsletters. The Equality Act also applies to schools in their role as employers, and the ways we comply with this are found in our Recruitment and Selection policies. We promote equality and inclusion within our school through the following activities:

This policy should be read in conjunction with

- Positive behaviour
- Anti-bullying
- Accessibility
- Child protection and safeguarding

1. Introduction

Giffards Primary School is an inclusive school where we focus on the well being and progress of every child and where all members of our school community are of equal worth. We believe that the Equality Act 2010 provides a framework to support our commitment to valuing diversity, tackling discrimination and promoting equality and fairness. We recognise that these duties reflect international human rights standards such as the UN Convention on the rights of the Child.

Values Statement

Our Core Values inform and shape how Giffards Primary School is organised, how we expect people to relate to each other in school, as well as the content and processes of teaching and learning. Our Core Values focus on the way we work, behave and treat all members of the school community, we recognise their value in developing strong communities. The values form the basis for how we develop strong and positive relationships within the school and in its wider community.

We believe in **perseverance, thoughtfulness, cooperation, respect, caring and responsibility.**

These core values are displayed prominently and referred to regularly. Our values are promoted through all our work in school: curriculum; assemblies; social times. Children are encouraged to promote the values in all their work and interactions with others.

Our school is committed to helping every child to achieve their potential. We want success and good progress for all children. **Our school motto is “Valuing everyone as learners”**

Within our school community we have the expectation that everyone (staff, pupils and parents) promote aspiration and ambition; encourage others to learn and be the best they can be; celebrate all achievement and recognise its importance to the individual.

Our vision and Aims for Equality and Diversity

At Giffards Primary we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers and other stakeholders irrespective of age, race, disability, sex, sexual orientation, religion or belief or socio economic background. We aim to develop a culture of inclusion and diversity in which all stakeholders connected to our school feel proud of their identity and are able to participate fully in school life.

The achievement of pupils will be monitored by characteristics and we will use this data to support pupils, raise standards and ensure inclusive teaching. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions diversity and respect for all.

At Giffards Primary we respect difference, value diversity and embrace equality and fairness for all.

2. Aims

Our school aims to meet its obligations under the public sector equality duty by having due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it. See definitions and protected characteristics by clicking the link.

<https://www.equalityhumanrights.com/en/equality-act/protected-characteristics>

Foster good relations across all characteristics

3. Legislation and guidance

This document meets the requirements under the following legislation

[The Equality Act 2010](#), which introduced the public sector equality duty and protects people from discrimination

[The Equality Act 2010 \(Specific Duties\) Regulations 2011](#), which require schools to publish information to demonstrate how they are complying with the public sector equality duty and to publish equality objectives

This document is also based on Department for Education (DfE) guidance: [The Equality Act 2010 and schools](#).

This document also complies with our funding agreement and articles of association.

Legal Requirements

What actions and behaviours are unlawful?

The Act defines a number of types of unlawful behaviour, including:

- Direct discrimination.
- Indirect discrimination.

- Failing to make reasonable adjustments for disabled pupils or staff.
- Discrimination arising from disability.
- Harassment related to a protected characteristic.
- Victimisation of someone because they have made, or helped with, a complaint about discrimination.

Protected characteristics

The Act uses the term “protected characteristics” to refer to aspects of a person’s identity. Treating a person less favourably because they have one or more of these characteristics would be unlawful. The protected characteristics are:

- Age.
- Disability.
- Gender reassignment.
- Marriage and civil partnership.
- Pregnancy and maternity.
- Race.
- Religion or belief.
- Sex.
- Sexual orientation.

Giffards Primary School recognises that the Equality Act 2010 introduced the Public Sector Equality Duty

(PSED) which applies to all public bodies including all schools. This PSED has two parts; the General and the Specific. Within the General Duty we recognise that we are required to have ‘due regard’ to the need to:

-Eliminate unlawful discrimination, harassment and victimisation and any other conduct prohibited by the Act.

-Advance equality of opportunity between people who share a protected characteristic and those that do not.

-Foster good relations between people who share a protected characteristic and those who do not.

-Having ‘due regard’ means we must consciously think about the three main elements of the general duty as part of decision making, developing and reviewing our policies and on how we deliver our services.

With regards to the Specific Duty at Giffards Primary we recognise that we are required to: -Publish information annually to demonstrate compliance with the PSED

-Publish equality objectives every 4 years.

-We are mindful that all information will be made accessible to the public.

Guiding Principles regarding Equality/Good Practice

In working towards fulfilling our legal obligations under the Equality Act 2010 and integrating equality within our school ethos, we strive to adopt a whole school approach. We have developed the following seven key principles to our approach to equality.

1.All learners are of equal value. Whether or not they are disabled, whatever their ethnicity, race or culture, whatever their gender or gender identity, whatever their sexual orientation or whatever their religious or faith background.

2. We recognise, respect and value difference and understand and promote that diversity is a positive. We take into account difference and strive to remove barriers and disadvantages which people may face, in relation to race, disability, gender, religion and belief and sexual orientation. We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit our school.

3. We foster positive attitudes and relationships. We actively promote positive attitudes and mutual respect between groups and communities different from each other.

4. We foster a shared sense of cohesion and belonging. We want all members of our school community to feel a sense of belonging within the school and the wider community and to feel that they are respected and able to participate and contribute fully in school life.

5. We observe good equalities practice for our staff. We ensure that policies and procedures benefit all employees and potential employees in all aspects of our work, including recruitment and promotion and in continuing professional development.

6. We have the highest expectations of all our children. We expect that all pupils can make good progress and achieve to their highest potential.

7. We work to raise standards for all pupils, but especially for the most vulnerable. We believe that improving the quality of education for the most vulnerable groups of children raises standards across the whole school.

4. Roles and responsibilities

The guiding principles and equality objectives for Giffards Primary will be addressed through the annual School Improvement Plan. The equality objectives (section 9) will be reviewed annually and refreshed on a four year cycle. Curriculum information will also be evaluated by looking specifically at equality groups in addition to the analysis conducted by the school and adjustments made as appropriate to ensure that those pupils within protected characteristic groups are supported positively.

All other data relating to whole school monitoring will encompass scrutiny of equality information so that those groups are supported positively.

When reviewed, each curriculum subject or area will ensure that teaching and learning will reflect our guiding principals as set out in this document.

School Governors are responsible for:

The governing body will:

Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, pupils and parents, and that they are reviewed and updated at least once every four years

Delegate responsibility for monitoring the achievement of the objectives on a termly basis to the headteacher to be reported on annually.

Assigning a named governor to take an equality lead

The Head Teacher is responsible for:

Making sure the policy is readily available and that all school stakeholders are aware of it

Making sure its procedures are followed

Producing regular information for staff and governors about the policy and how it is working
Provide training for them on the policy
Making sure all staff know their roles and responsibilities
Taking appropriate action in cases of harassment and discrimination

All School Staff are responsible for:

Promoting an inclusive and collaborative ethos in the classroom
Modelling good practice, dealing with discriminatory incidents and being able to recognise and tackle bias and stereotyping
Promoting equality and avoiding discrimination against anyone
Taking up equality training and learning opportunities

Pupils are responsible for:

Supporting the schools equality ethos and Core values
Sharing concerns or issues with a member of staff

Parents/Carers are responsible for:

Supporting the schools equality ethos and Core values
Challenging inappropriate language /behaviour
Sharing concerns or issues with senior staff

Visitors and contractors are responsible for:

Following our expectations regarding equality and diversity

Responsibility for overseeing all equality practices in the school:

Will lie with the DSL and the named governor for safeguarding and will report directly to the head teacher. Responsibilities include:

Co-ordinating and monitoring work on equality issues
Dealing with and monitoring reports of harassment (including from protected characteristic groups)
Monitoring the progress and attainment of potentially vulnerable groups

All school staff are expected to have regard to this document and to work to achieve the objectives as set out in section 8

5. Eliminating discrimination

The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.

Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

The senior leadership team monitors equality issues, and they regularly liaise regarding any issues and make governors aware of these as appropriate.

Tackling Discrimination, Harassment and Victimisation

Bullying and harassment is never acceptable and this includes if/when linked to any of the protected characteristics. These are not tolerated within the school environment and this is a strong message that is shared throughout the school community.

All staff are expected to deal appropriately with any discriminatory incidents that may occur, they are expected to know how to identify and challenge prejudice and stereotyping; and to support the full range of diverse needs according to the pupil's individual circumstances.

How does the school respond to prejudice-related incidents?

When we respond to any behaviour incident including prejudice-related incidents we seek to create attitudinal and behavioural change through a restorative approach with the goal of preventing future incidents from occurring. We...

-Challenge the discriminatory behaviour, rather than the person. Labelling someone as, for example, a racist (or any other discriminatory label) has the potential to inflame the situation and is not an effective approach. It is important to focus on the behaviour that has been displayed and that all involved know that it is this behaviour that is unacceptable and needs to change.

-Explain why the behaviour is unacceptable. If the perpetrator is just told the behaviour is wrong and/or punished for it without understanding the reason why, it can just breed a sense of injustice and a feeling of not being understood.

-Engage with the underlying anxieties that the perpetrator may have which are being expressed through this unacceptable behaviour. Perpetrators of prejudiced-related incidents may have low self-esteem and/or concerns about loss of identity and belonging. They may have picked up misinformation from the media, or from family and peers. Just dismissing these concerns or giving intellectual arguments as to why they are wrong has the potential to create bitterness, a feeling that they have not been listened to and to reinforce their prejudice and fear.

-Use reasoning and enquiry based questions to get the perpetrator to question their attitude/behaviour.

Examples of reasoning questions: What are your reasons for saying that? Do you have any evidence? Why do you think that is the case? How do you know? **Examples of enquiry questions:** Can you give an example? If you say that, does it follow that...? Is that always that case or only sometimes? **-Speak with witnesses as well as the perpetrator** It is important that all witnesses understand the reasons why the behaviour was unacceptable, so they understand why the perpetrator is being sanctioned and don't believe they are being treated unfairly.

-Put educational programmes in place to deal with the underlying issues. Education rather than punishment is the most effective way of creating behavioural change and reducing the number of prejudice-related incidents in school.

All incidents, including prejudiced related incidents and other incidents of discrimination, harassment, victimisation or bullying are initially dealt with by the member of staff present, escalating to a member of SLT, the DSL should be informed.

All incidents are reported to the Headteacher and all incidents of bullying and discrimination are reported to the Governing Body on a termly basis.

Incidents are monitored to ensure they are dealt with sensitively, supportively and effectively and do not reoccur.

Monitoring and evaluation All prejudice-related incidents are logged to safeguard with the type of discrimination identified and must be reported to the DSL and Headteacher. This is to ensure that patterns are identified, to identify training needs, to monitor the success of strategies, to ensure accountability and to provide a safe environment for all staff and children.

Incidents are reported at termly governors meetings where a summary of all bullying related incidents

is presented with the category identified as being targeted and action taken.

This Policy will be monitored and evaluated on an annual basis by the Head

6. Advancing equality of opportunity

As set out in the DfE guidance on the Equality Act, the school aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people which are connected to a particular characteristic they have
- Taking steps to meet the particular needs of people who have a particular characteristic
- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all pupils to be involved in the full range of extra-curricular activities)

7. Fostering good relations

The school aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE, personal, social, health and economic (PSHE) education, but also activities in other curriculum areas. For example, as part of teaching and learning in English/reading, pupils will be introduced to literature from a range of cultures.
- Holding assemblies dealing with relevant issues.
- Working with our local community.
- All pupils are encouraged to participate in the school's activities, such as sports clubs.

8. Equality considerations in decision-making

The school ensures it has due regard to equality considerations whenever significant decisions are made.

The school always considers the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, the school considers whether the trip cuts across any religious holidays

Is accessible to pupils with disabilities

Has equivalent facilities for boys and girls

9. Equality objectives

Giffards Primary – Equality Objectives 2023-2026

Objectives	We chose this objective because	action	timing	monitoring	Expected pupil outcomes	Yr 1 2023-24	Yr 2 2024-25	Yr 3 2025-26
To ensure that pupils with SEND are effectively supported in accessing the curriculum and meeting their full potential	The school has above national % of pupils with SEND as a result of a lack of specialist places locally and an increase in pupils admitted to school with additional and very complex/ASD needs. Pupils lack independent learning skills and need to develop resilience and confidence in learning	<ul style="list-style-type: none"> • Inclusion team closely monitor the wellbeing and progress of children with SEND • For the learning environment to support the learning process and develop independence and resilience • For work to be appropriately adapted to meet individual needs • For appropriate interventions to be in place to address gaps in learning • To use assisted technology to support and enhance learning • To develop staff understanding of supporting complex needs and ensure appropriate provision is in place for children who are unable to access mainstream classrooms/curriculum 	Ongoing and reviewed annually	Inclusion team SLT Teachers and support staff	<ul style="list-style-type: none"> •All pupils feel safe and confident and any barriers to their learning are addressed and they are making good progress from their starting points 	<p>Chrome books to be regularly used in class to assist with all needs including SEND – support with spelling/reading/writing</p> <p>Class base developed to support with meeting complex needs. Provision within sensory room expanded. Sensory packs developed</p>		
To ensure effective provision across the	Large proportion of pupils enter school in	•Ensure relevant staff are aware and trained to screen pupils using speech and language	Ongoing and reviewed annually	SLT Inclusion team All staff	•Speech link to support with identified			

school for all pupils including those with speech and language needs.	EYFS with below average speech and language (40-50%)	link/additional interventions, to support pupils with a focus curriculum •Give high Priority to speech and language development throughout the school through a focus on vocabulary/ phonics/reading			pupils from EYFS and up through the school to improve language acquisition and understanding •Colourful semantics and a focus on developing vocabulary will be incorporated into all lessons for all pupils to improve sentence structure and correct used of grammar			
To ensure effective provision and support for Pupils with SEMH so they can reach their full potential	Large proportion of pupils enter school with SEMH needs (25%) They need support to concentrate in lessons and moderate behaviour	<ul style="list-style-type: none"> For the learning environment to support the learning and behaviour and develop independence and resilience – use of zones of regulation embedded. For PSPs to be used where necessary to support moderation of behavior For staff to embed trauma informed practice to support pupils with ACES/anxiety Zones of regulation to be embedded across school 	Ongoing and reviewed annually	SLT Inclusion team All staff	Childrens needs are met, they feel happy and safe and they make good progress	3 x CPD for all staff on trauma informed practice Anxiety gremlin interventions in place		
To promote the awareness between	New PSHE guidance comes into	<ul style="list-style-type: none"> Through an engaging PSHE/SMSC curriculum (starting 	Ongoing and reviewed annually	SLT Inclusion team All staff	Pupils feel happy and secure and	Purchasing of new reading books in KS2 and development of reading spine for story books to represent		

<p>children, staff and parents of the protected characteristics as set out in the Equality Act:</p>	<p>effect 2021 and we have updated our curriculum to reflect the need for children to be aware of the diverse world they live in.</p>	<p>sept 2021) alongside our planned assemblies.</p> <ul style="list-style-type: none"> to purchase new reading books/shared texts so materials used in school – reading/literacy themes represent all pupils over time so all pupils recognise themselves through books/stories 			<p>that they are well represented in school.</p>	<p>diversity and be culturally broad</p>		
<p>To robustly challenge inappropriate language and behaviour amongst any group within the school and community, taking any opportunity to educate</p>	<p>To address any entrenched stereotypes that pupils may bring into school</p>	<p>Through PSHE and daily communication with staff</p>	<p>Ongoing and reviewed annually</p>	<p>SLT</p>		<p>Purchasing of new reading books in KS2 and development of reading spine for story books to represent diversity and be culturally broad and represent the diverse world pupils live in</p>		